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ABSTRACT

The described plan projects future demographic changes in the school district community; and examines the kinds of educational programs, school facilities, and financing that will be required. Following an introduction and a summary of the major recommendations, four chapters, each developed by a professional educational specialist in close cooperation with McKeesport school district personnel, provide information concerning the community and demography of McKeesport, its educational program and school plant facilities, and the current and projected financial picture. The chapter on the community covers the geography and history of the area, recreational opportunities, socioeconomic characteristics, public facilities and services, commerce, and population. Facets of the educational program considered are those of the philosophy of education, administrative organization, school and class size, educational objectives, the program of studies, and the district transportation policy. A detailed description of existing buildings in the district and an outline of a projected building program comprise the chapter on facilities. The presentation concludes with a consideration of tax trends, expenditure patterns, indebtedness, and expenditures and revenues. Numerous maps and tables are included. (Pictures may reproduce poorly.) (Author/DN)

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ED 079814

A LONG RANGE DEVELOPMENTAL PLAN

EA 005 137

McKEESPORT AREA SCHOOL DISTRICT
Administrative Offices
Shaw Avenue and Locust Street
McKeesport, Pennsylvania 15132

ED 079814

A LONG-RANGE DEVELOPMENT PROGRAM

McKeesport Area
School District

McKeesport, Pennsylvania

December 13, 1971

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1971-1972

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FOREWORD

The method used in preparing this Long Range Developmental Plan should be of interest to any person who has more than a casual interest in the document. The number of persons involved and the degree of involvement should give the reader some idea of the nature of the commitment of local school personnel in the development of the Plan.

Dr. James Mauch, Director of Research and Field Services of the University of Pittsburgh, directed the entire project. Each chapter was developed by a specialist working directly under Dr. Mauch and in close cooperation with personnel from the McKeesport Area School District. This assured the school district having input into all facets of the plan.

The chapter on school finance was prepared by a practicing school administrator who is very competent in school finance. In preparing this chapter, he worked very closely with the business manager and superintendent of the McKeesport Area School District.

A school superintendent, who is an acknowledge expert in school facilities, wrote the chapter on school plant. Prior to beginning his study, during his study, and before the finished draft was prepared, the author met with the entire central administrative staff. In addition, while the study was underway the author met with individual members of central administration. As a result, the recommendations in this chapter have the unanimous support of the entire central administrative staff.

The chapter on the community was done by the Southwestern Pennsylvania Regional Planning Commission, a group that has more information on the community than any other organization. As a result, its predictions, made by authorities in community and regional planning, are based upon sound information.

Dr. Horton Southworth, chairman of the department of education of the University of Pittsburgh, and his staff prepared the chapter on the educational program. This chapter was prepared in a manner that enabled the entire professional staff to participate in its development. The entire year of in-service activities in the 1968-69 school year centered on the educational phase of the long range plan.

A school system wide committee was created to plan all of the in-service activities for the year. They in turn formed committees for every subject area in the secondary schools and for every subject area in the elementary schools. The vertical organization was K-3, 4-6, and 7-12. This made three divisions for each subject area.

The first in-service day provided for two sessions with a different speaker for each session. The speakers were chosen by the teachers involved in each meeting. After speaking, the speakers served as consultants for the remainder of the session.

The objectives for the first in-service day were:

1. To acquaint members of the staff with the best current practice and trends in their area of interest (level or subject) with emphasis on purposes, organization of the program or discipline, schedule of instruction, staff utilization and materials of instruction.
2. To provide an opportunity for staff members to discuss the above listed topics (objective 1) with their colleagues and with a recognized authority in order to determine the future direction of their facet of the total school curriculum.

3. To establish a committee structure with a working relationship that can function to prepare in written form a projected plan for their area of the curriculum.

4. To begin to develop an overall curriculum blueprint that will give direction to all curriculum work over the next five to ten years.

The speakers who were invited to participate were asked to cover the following points:

1. What are the most commonly accepted objectives of the subject?
   What are the best current practices in the subject?
2. Organization of the program (content and method by grade level)
3. Staff utilization
4. What materials are being used?
5. What trends are emerging in each of the above?

Chairmen and recorders were selected for each section and these persons were asked to attend a briefing session on their responsibilities.

The second in-service day the staff spent discussing their subject area using the following outline:

Present Program	Proposed Program
1. Objectives 2. Content and Major Emphasis 3. Activities 4. Strengths 5. Weaknesses 6. Materials	Each sectional meeting developed a proposed program for grade levels and subject area it represented.

Out of this in-service day, the material was developed that was used by task forces to develop the various sections of the educational plan. In addition to the development of the chapter for the long range plan, a 78 page document on Strengths, Weaknesses, and Proposed Programs for the school district was developed.

As a result of the procedures that were used to develop the long range plan, we have a document that represents the thinking of the professional staff of the school district tempered by dialogue with consultants who were able to relate to the staff. Because they were involved and their thinking found its way into the plan, the staff is committed to implementing the suggestions outlined in the plan.

In summary, the long range developmental plan is the product of the professional staff of the McKeesport Area School District in collaboration with a complement of expert consultants under the direction of Dr. James Mauch. In this respect, it represents a cooperative activity between public schools and university that serves the best interest of both institutions.

Harry R. Faulk
Superintendent

RESOLUTION

The Board of School Directors of the McKeesport Area School District on December 13, 1971, approved the Long-Range Development Plan and authorized its officers to submit ten (10) copies of the plan to the Secretary of the Department of Education, Harrisburg, Pennsylvania, for review and acceptance.

William D. Parsons

Secretary of the Board of School Directors

STUDY STAFF

The Long-Range Development Plan presented in this volume was prepared under the guidance of the Office of Research and Field Services, Department of Education, University of Pittsburgh.

Director

Dr. James E. Mauch - Director of the Office of Research and Field Services, University of Pittsburgh

Consultant Staff

Dr. George Bedison	Superintendent, Quaker Valley School District
Mr. Frank Braun	Graudate Student Assistant
Mr. Jack Black	Graduate Student Assistant
Celli & Flynn	Architects, McKeesport, Pennsylvania
Mr. James DeAngelis	Southwestern Penna. Regional Planning Commission
Mr. Philip Evans	Director of Research, Keystone Oaks School District
Faculty Members	Department of Elementary Education, University of Pittsburgh
Dr. Charles Gorman	Department of Elementary Education, University of Pittsburgh
Mr. Jack Hidinger	Southwestern Penna. Regional Planning Commission
Mr. Robert Kowash	Principal, Hempfield Area School District
Dr. Edward Kruse	Superintendent, North Hills School District
Dr. Horton Southworth	Chairman, Department of Elementary Education, University of Pittsburgh

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SECTION I

INTRODUCTION AND SUMMATION

SECTION I

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INTRODUCTION AND SUMMATION

Introduction and Summation.................................1.1

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INTRODUCTION AND SUMMATION

The Long-Range Development Plan described in this volume has been developed in accordance with instructions and guidelines published by the Pennsylvania Department of Education.

The study was conducted in such manner as to be of utmost value to all the persons responsible in any way for the educational program in the McKeesport Area School District. It must be understood that the School District is, aside from the long-range plan project, undergoing a searching self-appraisal. The social and economic fabric of the community has changed, the District itself has been greatly expanded by unions with neighboring districts, and educational needs of the community have changed and increased.

As our schools attempt to accommodate to these changes and renew their efforts to provide a quality program to everyone, considerable planning and development have taken place. The request of the Department of Education, therefore, to develop this long-range development plan has made the planning process more formal and organized.

To use the self-renewal potential inherent in the Long-Range Development Plan, the study involved the participation of teachers, administrators and citizens. The role of the University of Pittsburgh study staff was to synthesize data provided and present it to the participants for further study, revision and where necessary modification. The final work appearing in this volume is the product of this process.

SUMMARY OF MAJOR RECOMMENDATIONS

Detailed, supportive data, complete projections, and explanatory rationale for all recommendations are presented in the specific chapters dealing with the appropriate subjects. The summation provided here is for convenience and is not intended to answer questions that may arise as a result of the recommendation.

COMMUNITY

Because of the changing nature of the McKeesport Area School District, it is recommended that the School District be consulted on a more regular and systematic manner than has apparently been done in the past by officials of all municipalities on those matters which often have major effects on the schools. Examples of such matters would include: urban renewal, public housing, zoning, highway planning and subdivision development.

POPULATION PROJECTION

Essentially, the projections reveal a pupil population which remains static over the next five years and shows slow growth for the second five years.

Over the next ten years, the projection indicated that the non-white population will grow slightly as a percentage of the total population. The percentage will grow from 9% to 11%.

Of special interest is the work done by census tracts to permit analysis of population shifts within the District. It is recommended that these projections be considered in all subsequent planning.

EDUCATIONAL PROGRAM

It is recommended that the School District organize its school on the basis of grades K-5, 6-8, 9-12. The advantages of this school organization are improved education possibilities for children, better use of school facilities, better articulation with parochial schools, and a greater recognition of the increasing maturity of all children of each age level.

The plan for eliminating racial imbalance presented in Chapter III with the proposal of new attendance areas and proposed new schools is recommended as the best plan to improve this situation on a permanent basis given the circumstances of the residential patterns in the City of McKeesport. The plan substantially reduces current imbalance and contains the flexibility to avoid future imbalance.

Two major themes for the improvement of instruction are proposed in the study. One is a change of teaching styles. The model school represents a significant effort in this direction and the section on innovations suggest a much larger movement in this direction. The second major theme is the need for increased instructional personnel to carry out and improve programs currently operating and to support the innovated programs proposed.

PHYSICAL PLANT

The physical plant needs of the School District are projected from several sources. There is a need for more instructional space due to current and projected enrollment on the secondary level. There is a need to replace as many as possible of the elementary spaces that are too old and uneconomical to maintain. Many of the other elementary schools are so small and facilities so limited that maintaining a modern and efficient education program is very expensive.

A building program is therefore recommended that will add space for 1200 students in the senior high school, provide three new elementary schools that will house over 2600 students, and renovate existing space in one of the buildings now housing the 7-9 grades. The total cost of the project is projected to be 22,159,080. Details of the building program are in Chapter IV, Physical Plant; and costs are projected in Chapter V, Finance.

FINANCE

The chapter on Finance projects substantial increases in the costs of providing quality education for the McKeesport Area School District. Numerous factors including the projected building program, increased personnel and the inflationary economy contributed to this increased cost.

SECTION II

COMMUNITY AND DEMOGRAPHY

SECTION II

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A LONG RANGE DEVELOPMENT PROGRAM

MCKEESPORT AREA SCHOOL DISTRICT

SOCIO-ECONOMICS

PHYSICAL SETTING

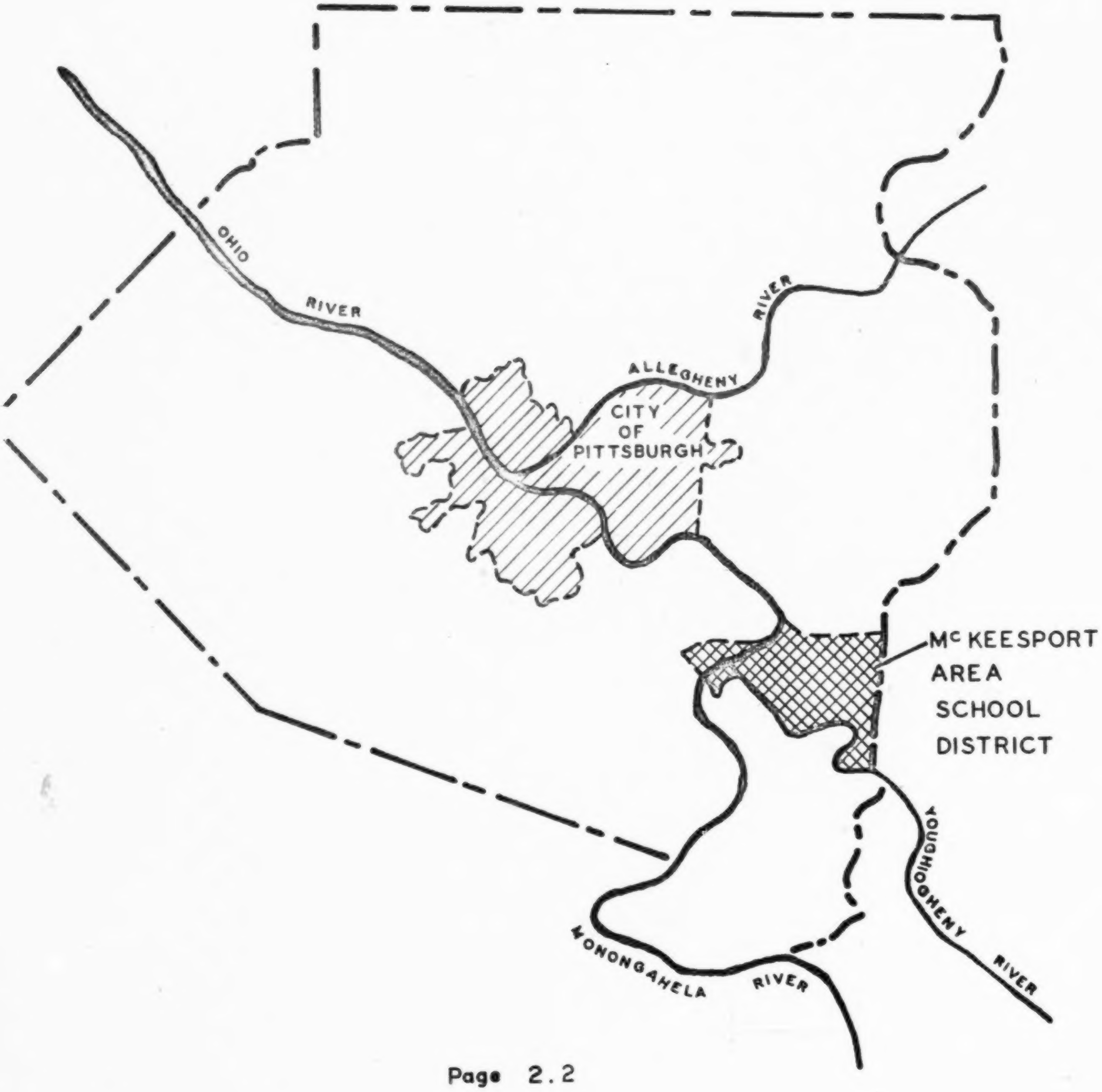
The McKeesport Area School District lies in the highly urbanized southeastern corner of Allegheny County. Like all of the Pittsburgh area, it is extremely industrialized and confronted with the serious problems of air and water pollution. It is laid out along the rivers and streams where all the major industrial plants and transportation lines can be found. The parts of the school district nearest to the City of McKeesport and nearest the river banks and the steelmills are the most urban ones. Farther away the district has a more suburban character (White Oak) and in some places (South Versailles) an almost rural character. It is there that the original landscape of this area, hills, forests, and creeks can be recognized.

The School District is located approximately twelve miles southeast of downtown Pittsburgh, and is bounded by Westmoreland County on the east, the Youghiogheny River, Elizabeth Township, the Borough of Lincoln, Liberty, Port Vue, and Glassport on the south and west, and the Monongahela River, West Mifflin Borough, the City of Duquesne, and North Versailles Township on the north.

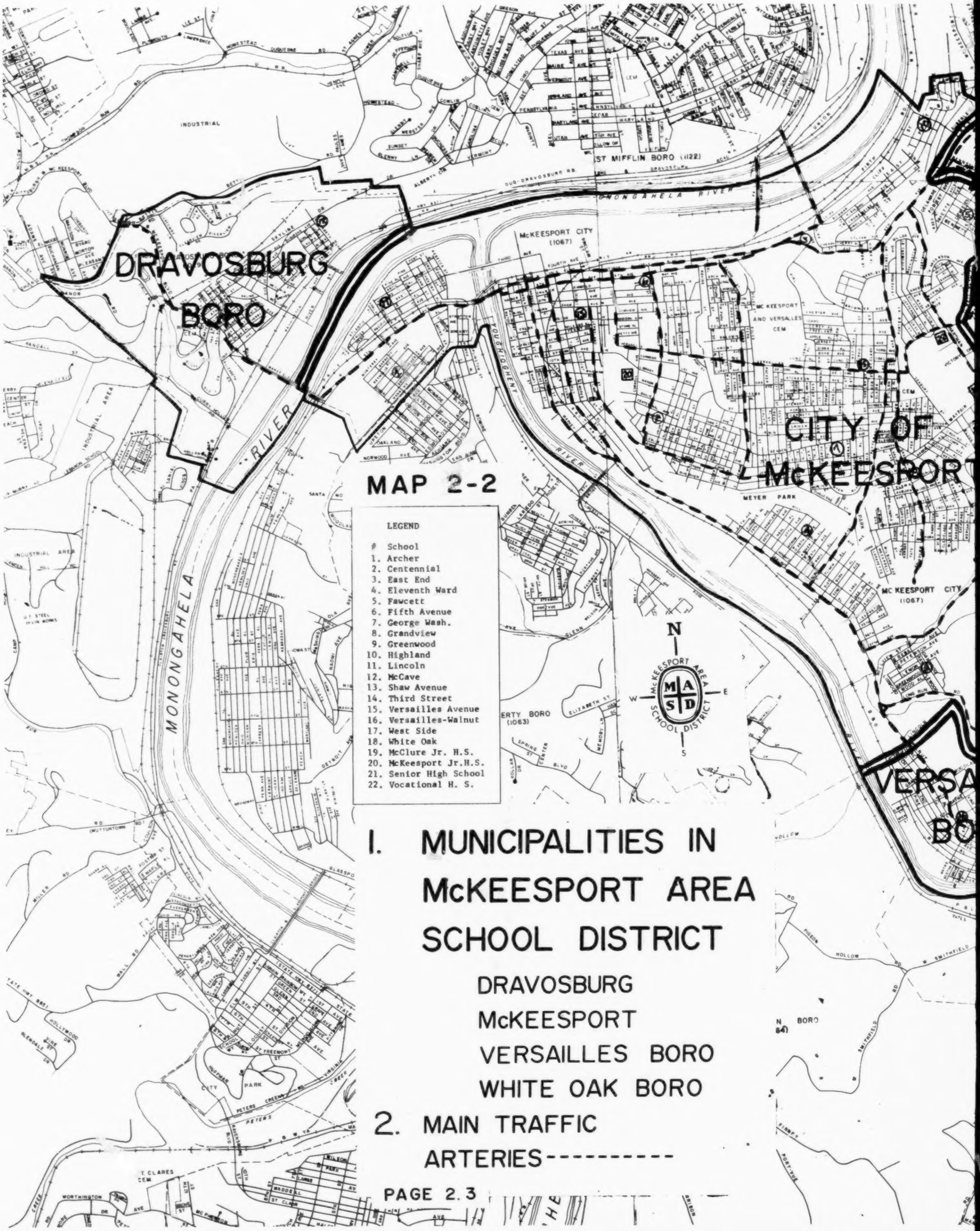
The McKeesport Area School District includes the City of McKeesport, the Boroughs of Dravosburg, Versailles, White Oak and South Versailles Township.

(Map 2-1)

Allegheny County, Pennsylvania


OHIO RIVER
ALLEGHENY RIVER
CITY OF PITTSBURGH
Mc KEESPORT AREA SCHOOL DISTRICT
YOUGHIOGHENY RIVER
MONONGAHELA RIVER

MAP 2-2


DRAVOSBURG BORO
CITY OF McKEESPORT
VERSA
BO
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
McKEESPORT CITY (1067)
WEST MIFFLIN BORO (1122)
McKEESPORT AND VERSAILLES CEM
MEYER PARK
INDUSTRIAL
INDUSTRIAL AREA
U.S. STEEL IRVIN WORKS
CITY PARK
ST CLARES CEM
N
S
E
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D

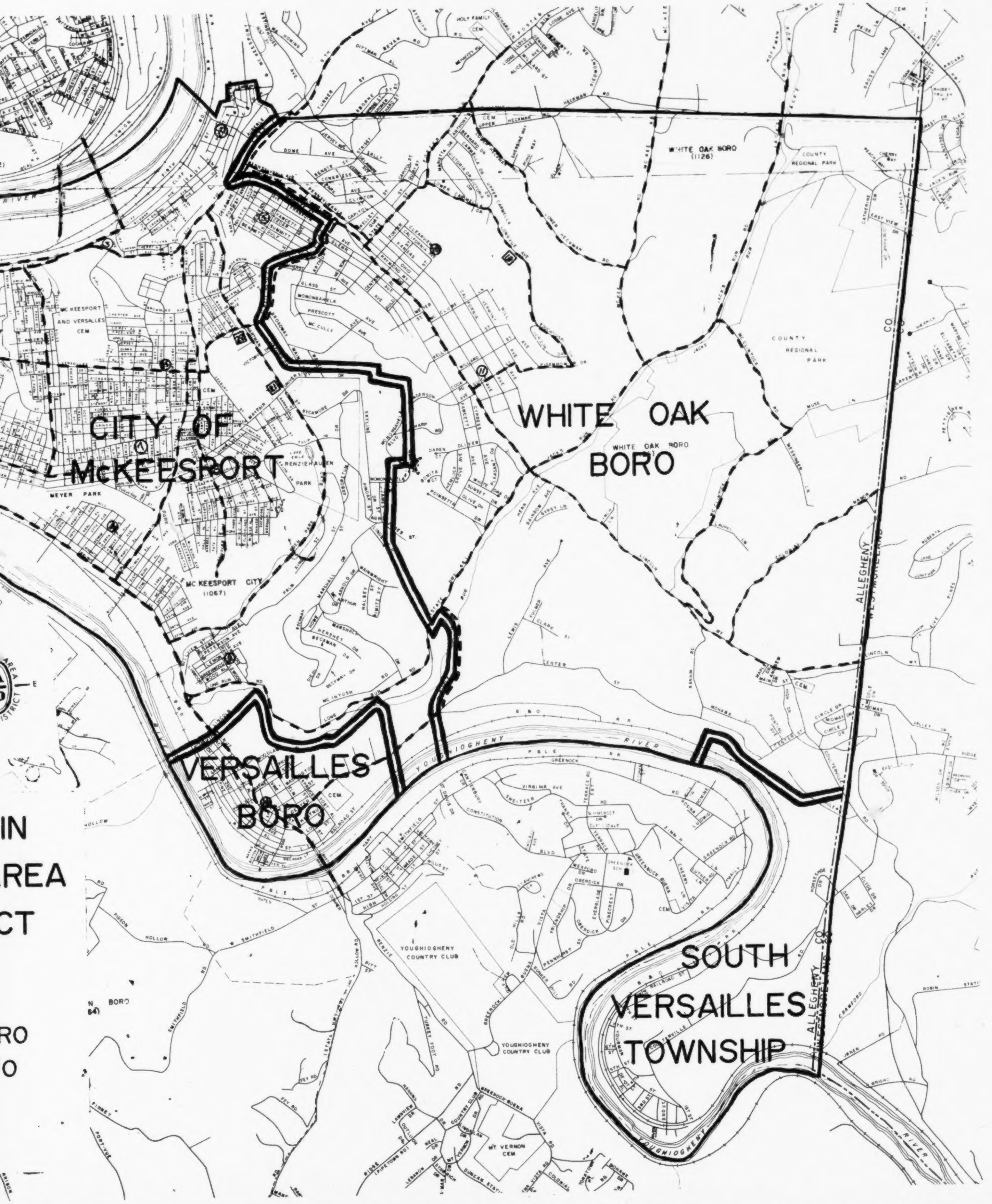
LEGEND

- # School
- 1. Archer
- 2. Centennial
- 3. East End
- 4. Eleventh Ward
- 5. Fawcett
- 6. Fifth Avenue
- 7. George Wash.
- 8. Grandview
- 9. Greenwood
- 10. Highland
- 11. Lincoln
- 12. McCave
- 13. Shaw Avenue
- 14. Third Street
- 15. Versailles Avenue
- 16. Versailles-Walnut
- 17. West Side
- 18. White Oak
- 19. McClure Jr. H.S.
- 20. McKeesport Jr.H.S.
- 21. Senior High School
- 22. Vocational H. S.

1. MUNICIPALITIES IN McKEESPORT AREA SCHOOL DISTRICT

   DRAVOSBURG
   McKEESPORT
   VERSAILLES BORO
   WHITE OAK BORO

2. MAIN TRAFFIC ARTERIES----------


CITY OF McKEESPORT
MC KEESPORT CITY (1067)
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
WHITE OAK BORO
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
VERSAILLES BORO
SOUTH VERSAILLES TOWNSHIP
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
ST VERNON CEM
ALLEGHENY CO
WESTMORELAND CO
IN
REA
CT
RO
O

GEOGRAPHIC FEATURES

The land area of the School District is seven square miles. Its rugged topography is similar to that of the Pittsburgh area in general. Land elevation ranges from 700 feet near the Monongahela River to 1300 feet above sea level east of McClintock Road and north of Laurel Lane in White Oak. Early development took place on flat or gently rolling land. More recent development has been forced to utilize steeper hillsides. The region has a humid, continental climate modified only slightly by its nearness to the Atlantic seaboard and the Great Lakes. Frequent invasions of air from the Gulf of Mexico and from Canada produce warm and humid weather during the summer and frosts and snowfalls in winter. The average growing season is about 180 days. Precipitation is evenly distributed throughout the year. The average annual precipitation, recorded by the U.S. Weather Bureau since 1871, is 36.2 inches.

HISTORICAL AND CULTURAL BACKGROUND

McKeesport

Over two centuries ago, on December 31, 1753, George Washington wrote in his journal, "As we intended to take horses here, and it required some time to find them, I went up about three miles to the mouth of the Youghiogheny to visit Queen Alliquippa, who had expressed great concern that we passed her in going to the fort. I made her a present of a match-coat and a bottle of rum, which latter was thought much the best present of the two."

This diary entry was the first definite record of a white man's visit to the present site of McKeesport. Queen Alliquippa, a firm friend of the British, was an old Seneca Indian squaw, possibly seventy-five years of age when she lived on the hill above what is now the McKeesport-Duquesne Bridge.

No definite record of the presence of any subsequent white man within the present boundaries of the school district can be found until July 9, 1755, when General Braddock's forces passed down the valley now known as Hartman Street and forded the Monongahela River which, prior to the building of dams, was less than three feet deep.

Historian Walter L. Riggs, in describing the early history of McKeesport, contends that David McKee, his wife Margaret and their five children arrived at the mouth of the Youghiogheny some time between April 2 and December 25 of the year 1768. McKee operated a farm, a brewery, and ferry boats over both rivers, a fact which gave the area its first name, "McKee's Ferry".

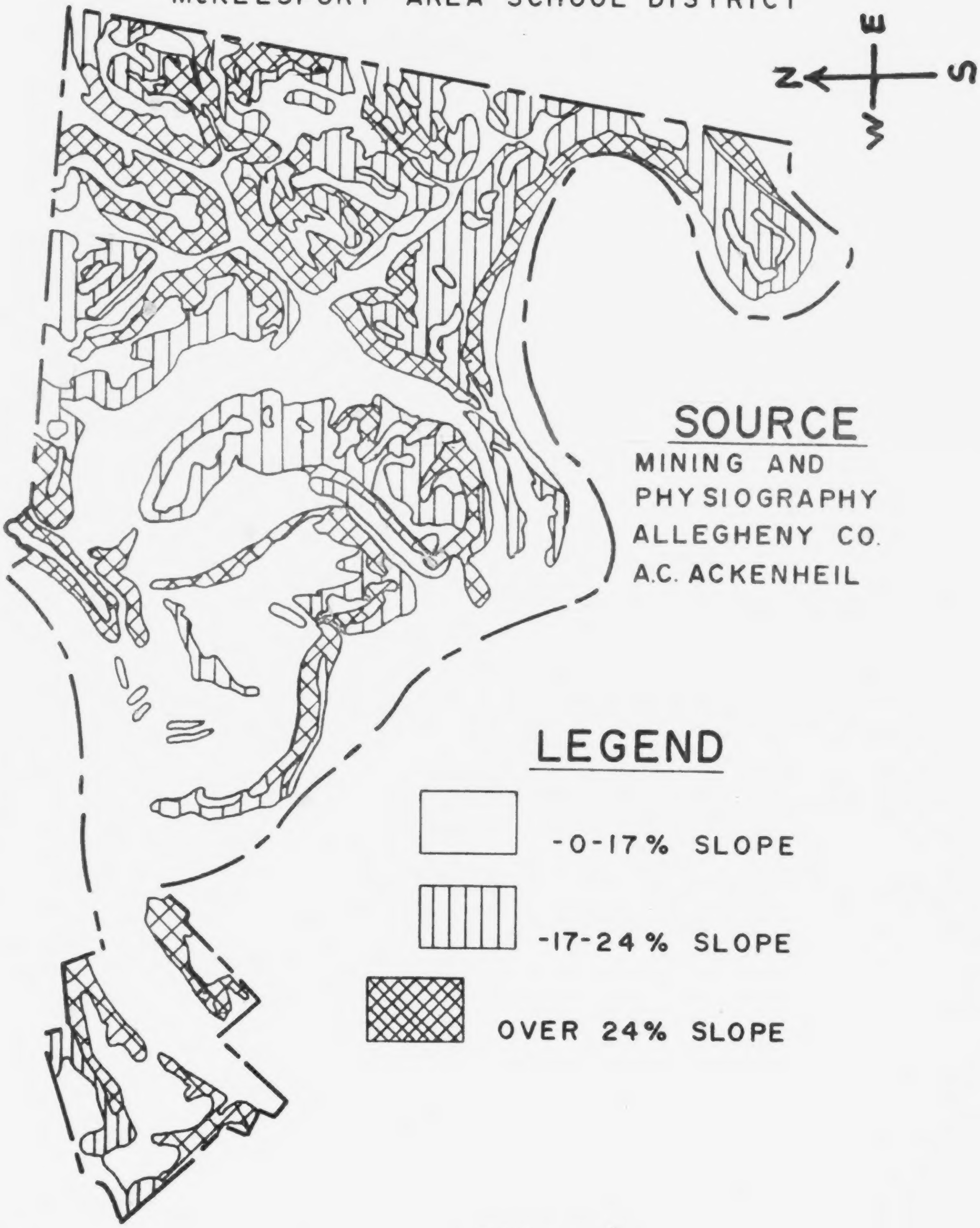
John McKee, a son who alone remained at home with his aging parents, and who therefore held the deed to the entire plantation of 306 acres, is called the founder of McKeesport. When a brother-in-law who had a government contract failed to make good, McKee was put into difficult financial position. In an attempt to raise the gold demanded of him as co-signer by the government, he decided, in 1795, to lay out a town on the plantation and sell lots. On February 5 the Pittsburgh Gazette carried the first public announcement of the sale:

> "A NEW TOWN is laid out by the subscriber on a spot known for many years past by the name of McKee's Ferry. The ground intended for the town is delightfully situated on a fine level point at the junction of the Monongahela and Youghiogheny Rivers about 16 miles from Pittsburgh by water and 12 only by land; the plan on which the town is to be improved consists of upwards to 200 lots of 60 feet front and 120 feet deep, each lot having the advantage of a street and an alley 20 feet wide, for the convenience of stables, etc. . . ."

MAP 2-3

SLOPE MAP

McKEESPORT AREA SCHOOL DISTRICT



SOURCE

MINING AND
PHYSIOGRAPHY
ALLEGHENY CO.
A.C. ACKENHEIL

LEGEND

☐ -0-17% SLOPE

▥ -17-24% SLOPE

▩ OVER 24% SLOPE

The name of the town was changed later that year to McKees Port, no doubt because a small settlement near the present site of McKees Rocks had assumed the name of McKee's Ferry, as had another settlement on the Susquehanna River.

The first schoolhouse in the new town was a private school erected in 1832 by private subscriptions, and maintained in the same manner. First erected on Fourth Street, west of Market Street, the old schoolhouse has been moved several times. It is now preserved in Renziehausen Park.

By 1841 the first public school building in McKeesport, a frame structure of one and one-half stories, was erected at the northeasterly corner of Ninth Street and Walnut Street.

On September 6, 1842, the village became an incorporated borough and on August 6, 1891, the borough became a city of the third class. The following population figures give an insight into the city's early development: 1840--estimated 500; 1850--1392; 1860--2166; 1870--2523; 1880--8212; 1890--20,751; and 1900-34,227.

The sudden increase of the population between 1870 and 1890 and the continuous rapid growth until 1930 is mainly due to the establishment of the National Tube Works in McKeesport in 1872, the first step towards the development of an extensive steel industry in this area. Attracted by this development were a large number of immigrants from southern and eastern Europe who brought with them and preserved various traditions from their native countries which did not fail to influence the character of the city.

At about 1940, this population trend began to reverse itself and from 1940 to 1960, the population declined from 55,400 to 45,489. The reason for this population drop was not only more stringent immigration laws which reduced the flow of workers from Europe, but also a contraction of economic base and job opportunities in the area, and the move of a great number of city residents to the suburbs.

White Oak

One of the suburbs into which many of McKeesport City's people have moved is White Oak, which lies to the East of McKeesport and is more distant from Pittsburgh. The first recorded settlement in White Oak, then a part of Versailles Township, occurred around 1800. The Pittsburgh and Connellsville Railroad built its track through White Oak in 1857. The first horse car line from White Oak to McKeesport started in 1887. A series of annexations by McKeesport, South Versailles and other communities has cut into the original boundries of Versailles Township. In 1948 the remaining portion of the Township was incorporated as the Borough of White Oak in order to prevent further annexations.

The population of Versailles Township in 1946 was 3527; in 1950 the newly created borough of White Oak was inhabited by 6195 persons. By 1960 the population had grown to more than 9000.

The Borough of White Oak presents a marked contrast to McKeesport, Dravosburg and Versailles. As a new community, it is not confronted with the problems of deterioration and obsolence faced by many of the older municipalities in Allegheny County. Lacking the mills and heavy industries which often dominate those other urban areas, White Oak conveys the impression of a quiet suburban community.

Dravosburg

The Borough of Dravosburg, located in the northwest of McKeesport just across the Monongahela River, was first settled in 1769 by John Gray. Around 1850, there were several coal mines operated in this area. It was the John Dravo mine which in 1850 gave the community its present name. In 1851, the first store opened, 1859 the first school was built. A railroad connected to Pittsburgh was established in 1872. Up to that date, the development of the city had taken place only along the river, but now the first road up the hill was built. A bridge connecting Dravosburg with McKeesport was constructed in 1890-1891. In 1903, Dravosburg was organized as a borough. Having no significant industry or commerce within the borough, the population of Dravosburg finds employment in the same plants as do the people of McKeesport. The borough also experienced a similar population development: 1903--1700; 1940--2270; 1950-3785; and 1960--3456.

South Versailles Township

South Versailles Township, located to the south of White Oak, was founded in 1858. With several coal mines operating nearby, it was a thriving little mining town, in which, at a time, there were supposed to have been not less than twelve saloons and several hotels. Soon after the founding of the community, its population reached the number of 400 to 500. But the mines closed down, one after another, and though the population remained stable until today, the character of the township has changed to that of an almost rural, isolated residential community, its residents finding employment mainly outside the township.

Versailles

Like many other surrounding communities, the Borough of Versailles claims that in 1753 Washington camped on its territory. By 1884 there were about 100 people living in this small community, where a coal mine was the main source of employment. Steamboats provided transportation to McKeesport until in 1875 a railroad line connecting this town with South Versailles went through Versailles. In 1893, Versailles was formed from the communities of Elroad and Bissell, and, in 1894, it was incorporated as a borough. In 1896 the National Tube Company of McKeesport erected a plant, and twenty years later, the Central Railway Signal Company started its operation. Both companies were important employers until they moved in 1946. After that date, the residents of the Borough, who by 1940 had reached the number of 2401, found employment mainly in neighboring communities. Like McKeesport and Dravosburg, Versailles also experienced a decline in its population (1960--2302) due to similar reasons.

TRADITIONS

The great growth spurt of McKeesport Area was in the period coinciding with the great immigration in the U.S. of peoples from Southern Europe. Many of these people migrated to McKeesport seeking employment in the new steel mills growing up along the rivers. Among the migrating groups were Greeks, Poles, Ukranians, Serbians, Hungarian, Italians, Croatians, and Romanians. Earlier Irish and Jewish groups had settled within the area and even earlier the Scot-Irish were the frontiersmen. In more recent times the largest groups of migrants have been Afro-American. Each of these groups, of course, brought with them its own culture and its own traditions.

In order to acknowledge the contributions to the culture of the area of these diverse groups and to encourage the protection of these traditions, the City of McKeesport annually sponsors an International Festival at which each of the mentioned ethnic groups display native garb, prepare native goods, and follow the customs of their group.

In an International Village musical performances are staged which feature the national songs, costumes, and customs of each group.

The festival has been held since 1960 and has attracted visitors from the entire Pittsburgh metropolitan area. In recent years, other groups have joined the festival such as the Afro-American Group.

The communities of the McKeesport School District are very much a part of the Pittsburgh Metropolitan area and share the political and religious traditions of the entire area as well as those of the nation. Like many other milltowns, McKeesport and its area has served, however imperfectly, as a melting pot and a point of contact for ethnic groups and religions.

There are local interests of course that differ in some degree from that of other Americans. Sports for example, hold a high place in the interest of McKeesport area citizens and the Pittsburgh Metropolitan area. Teams ranging from high school to professional are avidly followed and supported, football being very popular. Many sandlot or simi-organized teams are sponsored and the McKeesport Area has its teams. McKeesport for example, sponsors a very successful young boys' football team.

Generally speaking employment opportunities in the mines and mills have encouraged the growth of a vigorous people and this vigor finds a natural outlet in sports of all kinds.

SOCIAL OPPORTUNITIES

Although any given individual may be limited in opportunities by his social and economic status, social opportunities are theoretically almost unlimited. If one cannot find it in McKeesport, Pittsburgh is not far. Whether one prefers the country club or the neighborhood social club, it is available--and almost everything in between--somewhere in the school district. Most people probably avail themselves of the opportunities afforded through churches, fraternal organizations, clubs, schools and friendship groups. In any case, the opportunities exist in the school district area, if one is willing to seek them out.

RECREATIONAL OPPORTUNITIES

McKeesport

McKeesport today is seriously short of usable public open space as well as indoor recreational facilities in its residential neighborhoods. Its main recreational area is Renzie Park, totaling 209 acres, which includes a swimming pool, tennis courts, ballfields, a pavillion, a band shell, and an attractively landscaped park area. However, these facilities are currently overcrowded, and small neighborhood parks and playgrounds which should be scattered throughout the City to relieve this overcrowding are seriously lacking.

The existing small play areas range in size from 0.10 to 1.76 acres. Not only are they too small and too few, but they are also badly located in relation to the concentration of homes and residents. For instance, the Second, Third, Fifth, Sixth and Seventh Wards, containing 56 percent of the city's population, have virtually no neighborhood parks, playgrounds or play fields. This deficiency, spelled out in the 1964 McKeesport Master Plan, is to be relieved by the creation of an extended network of neighborhood parks in steep, wooded hillside areas that penetrate the city which shall be equipped with the necessary recreational facilities like swimming pools, play-grounds, ballfields, and tennis courts.

White Oak

The Borough of White Oak has an excellent supply of existing and potential recreation land. The purchase of a 761 acre tract of land within the borough as part of the Allegheny County regional park system guarantees the conservation of a natural, woodland area within easy access of the borough population. However, up to 1960, White Oak has failed to provide public recreation areas for its residents, but has depended entirely upon recreation facilities owned by the school district, private individuals, and neighboring communities (Renzie Park). Therefore, the 1960 White Oak Master Plan calls for the creation of several smaller recreational areas and facilities (picnic areas, play fields, etc.) to prevent future deficiencies.

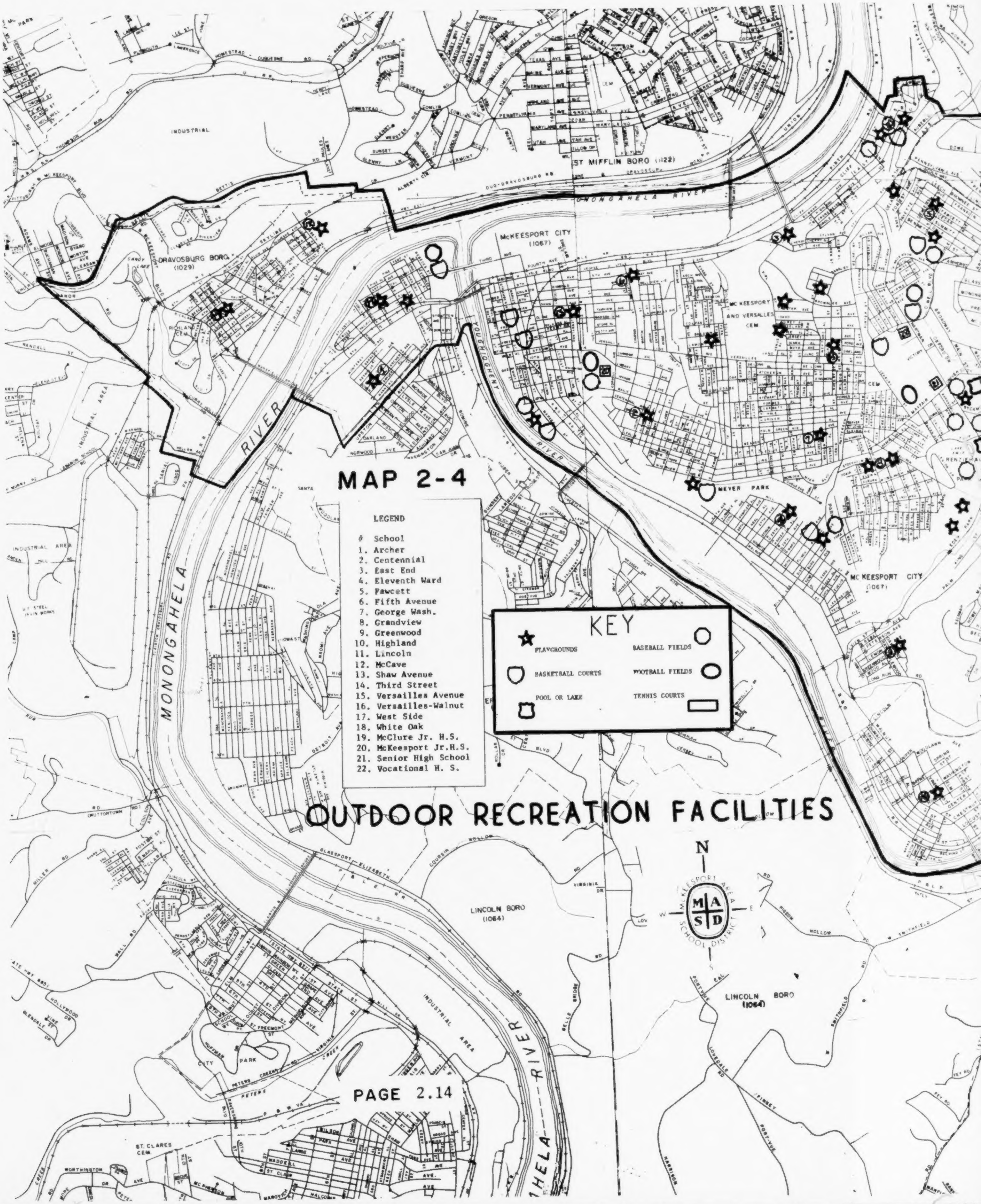
Dravosburg, Versailles, South Versailles

Except for two school playgrounds in each, Dravosburg and Versailles, and a comparatively well equipped play area in South Versailles, there are no recreational facilities in these three communities. Their residents therefore, rely mainly on parks and facilities in McKeesport and White Oak and add their share to the problem of overcrowding of the facilities particularly in McKeesport.

RACIAL AND COMMUNITY STRUCTURE

As will be noted in the population statistics, the school district includes an important black population. The number of black people is negligible, however, outside the city limits of McKeesport. Within the city limits the black people presently make up about 12 percent of the population.

MAP 2-4


LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
KEY
PLAYGROUNDS
BASEBALL FIELDS
BASKETBALL COURTS
FOOTBALL FIELDS
POOL OR LAKE
TENNIS COURTS
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
ST MIFFLIN BORO (1122)
DRAVOSBURG BORO (1029)
McKEESPORT CITY (1067)
McKEESPORT AND VERSAILLES CEM
MEYER PARK
LINCOLN BORO (1064)
INDUSTRIAL
INDUSTRIAL AREA
CITY PARK
ST. CLARES CEM.
M A S D
McKEESPORT AREA SCHOOL DISTRICT
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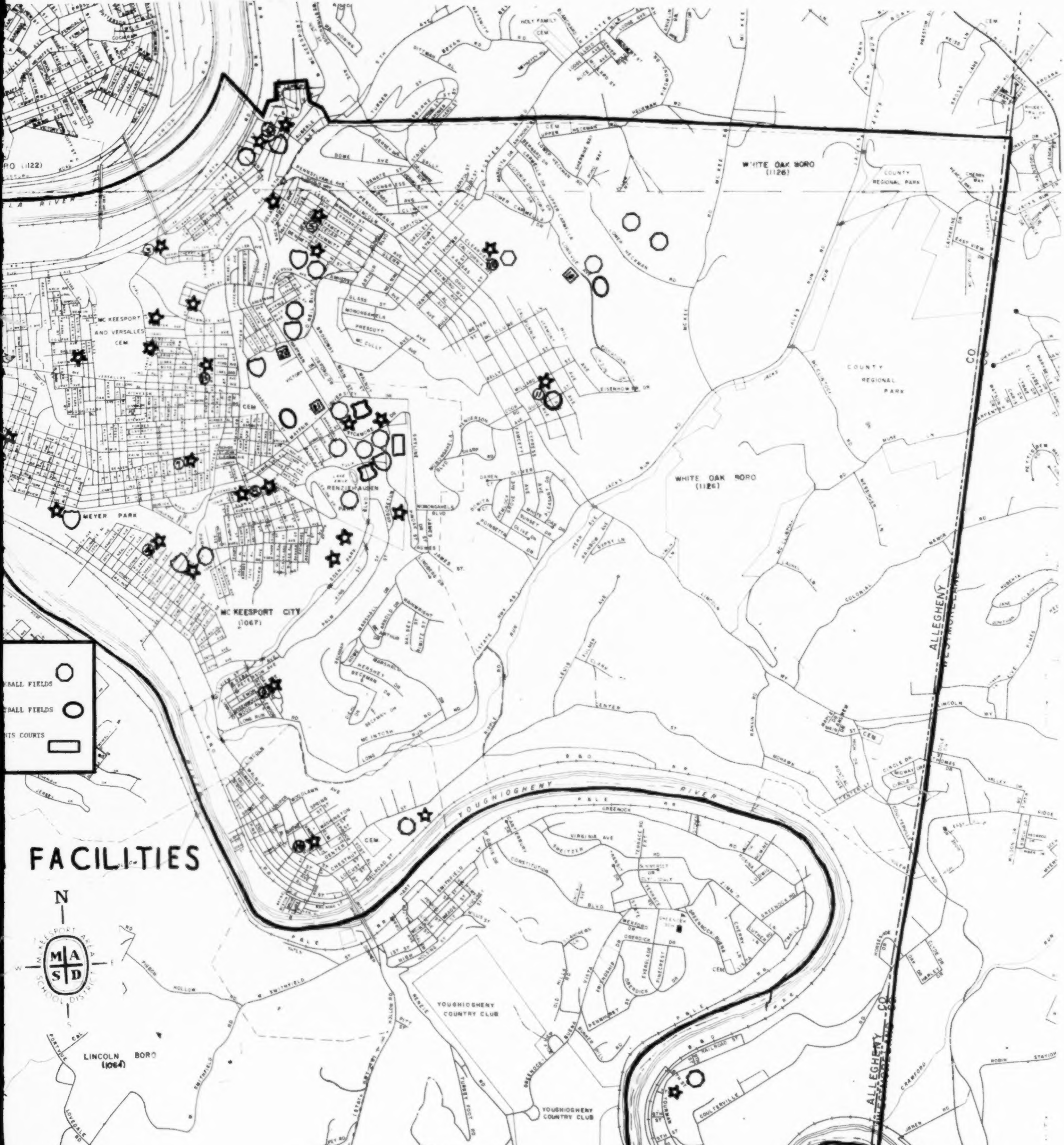
OUTDOOR RECREATION FACILITIES



FACILITIES

BALL FIELDS
BALL FIELDS
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E
MCKEESPORT AREA SCHOOL DISTRICT
M A S D
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
MC KEESPORT CITY (1067)
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
CEM
HOLY FAMILY CEM
LINCOLN BORO (1064)
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
YOUGHIOGHENY RIVER
MONONGAHELA RIVER
ALLEGHENY CO
WESTMORELAND CO
COULTERVILLE
GREENOCK
BORO (1122)

Other ethnic groups are also important. Eastern and Southern Europeans retain cultural ties, perhaps because of their more recent arrival. Although the percentage of the school district population that is foreign born is constantly declining, it is still substantial. Foreign born persons are still common, and together with first generation Americans, are an important ingredient in the social-economic life of the whole area.

Although there may be a difference in social and economic status among residents of the five municipalities of McKeesport Area School District there does not seem to be much difference in ethnic background among them, with the single exception of the confinement of black people to the city of McKeesport.

The community structure differs from one municipality to another. South Versailles is the smallest and the most isolated. It is semi-rural in character, but it is starting to become suburban. There are few public facilities in South Versailles: a volunteer fire department, a converted school house, and two churches. People tend to lead their own lives, and enjoy enough space to do so.

Dravosburg and Versailles are more like one another than the other municipalities. Each borough is essentially a small residential appendage to the surrounding river mill towns. The residents are predominately blue collar workers. Neither borough is affluent and many of the public officials are part-time volunteers. Churches, women's groups and ethnic clubs are important. Old monied families and society dames are not a part of the world of Dravosburg or Versailles but volunteer fire companies are important social institutions. Both towns are relatively clean, respectable, and in many ways middle class. One difference between them is that Dravosburg has very little commerce and industry while Versailles has a substantial amount.

White Oak is afflicted with most of the problems characteristic of suburbs. There is enough prestige, power and money involved to cause people to seek local organizational and political offices. Socially, the professionals are dominant. In the absence of local aristocracy, permanent liaisons are difficult because the professionals and business leadership are too often transient. Most of the families have arrived since World War II.

The garden clubs, women's clubs, and community clubs are characteristically a part of the upper middle class social scene, and there are wealthy and socially prominent families who set the stage for society in White Oak.

On the other hand, a majority of families are middle income and fit well into the characteristic American suburban pattern of living. They commute to work, tend to spend a major portion of their time and money on their cars, homes, and lawns. Their social world tends to rely heavily on friendship and kin groups, church, school and community functions and perhaps a special interest or social club.

The educational level of White Oak residents is substantially above that of Allegheny County or McKeesport (see Table 2-13).

Family income is also above the county and city. It is well within the range of what is usually meant by "middle income families."

McKeesport is the most socially diverse of the school district communities, in part because of the ethnic and economic diversity. Because it is a center of heavy industry, all kinds of people live within the city limits, from unemployed mill hands to managers of large organizations and sub-organizations.

It is also a city with strong ethnic identity. Although this has softened over the years, the ethnic clubs and traditions persist. Though voting for political offices takes place pretty much along ethnic lines, there seems to be no single nationality dominating the scene. The major political parties tend to present balanced tickets to appeal to voters of all groups.

If one were interested in the strength of social class lines in McKeesport, these divisions could probably be well detailed. Professional and economic status are very important to social status. The so-called "old monied families" no longer exist, and their place has been taken by successful doctors, lawyers, plant managers, and entrepreneurs. This does not mean, however, that quick and easy social mobility exists in McKeesport. There are still clubs, for example, which restrict their membership to people with the proper background.

The dominant flavor of the town structure is perhaps best indicated by the first impression one gets of McKeesport. It looks like a typical mill town, situated on an industrial river. It lies well within the large Pittsburgh metropolitan area. It is also a satellite city with a life of its own, due partly to the transportation barriers which exist between it and the center city--Pittsburgh. One has the feeling that McKeesport would appear to be much the same if it were the central city of its own metropolitan area instead of falling within the orbit of Pittsburgh. McKeesport is in many ways the central city of the area south and west of the Monongahela River. As such, it has a downtown shopping center, second only to Pittsburgh's, a major daily newspaper serving the area, large industries and varied residential areas.

The industry, employment, and history of the City give it an essentially blue collar flavor. The mills and the railroads dominate the downtown. Many of the commercial and industrial area have deteriorated, but a 50 million dollar urban renewal project covering approximately 25 acres of the downtown area is a substantial step in alleviating this problem. Housing is relatively low cost. Expensive housing, say houses selling for more than $50,000 would be very hand to find.

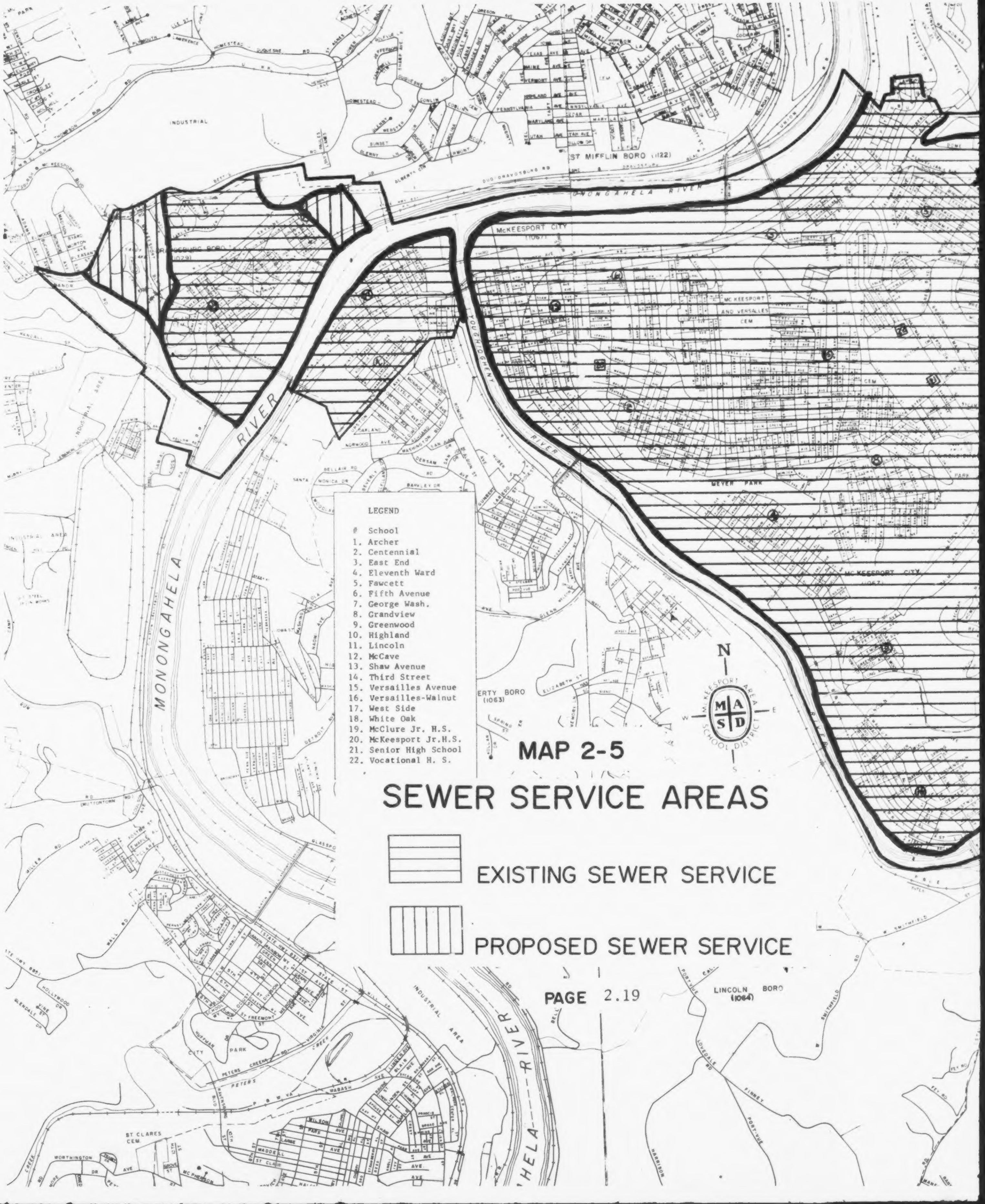
Although this era may not be the high point of growth for McKeesport, it remains a lively and viable city and a desirable home town for many people who neither care for the suburbs nor the big central city. People find McKeesport a friendly, comfortable place to live. And now that the main line of the B & O is no longer in the heart of town, the town has become even more convenient for residents and visitors.

PUBLIC FACILITIES AND SERVICES

WATER

The City of McKeesport owns its own water system which consists of a water filtering and treatment plant, pumping facilities, distribution lines, and water storage facilities. The Youghiogheny River is the source of the City's water and is, for all intents and purposes, an unlimited supply of usable water.

In addition to providing water for the City of McKeesport, the McKeesport Water Department supplies Versailles Borough and services and maintains its transmission lines, and sells bulk water to the Borough of White Oak. White Oak water lines and facilities are operated by a local


MONONGAHELA RIVER
YOUGHIOGHENY RIVER
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
W. MIFFLIN BORO (1122)
LIBERTY BORO (1063)
LINCOLN BORO (1064)
McKEESPORT AND VERSAILLES CEM
MEYER PARK
INDUSTRIAL
INDUSTRIAL AREA
CITY PARK
ST CLARES CEM
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McKEESPORT AREA SCHOOL DISTRICT
M A S D

LEGEND

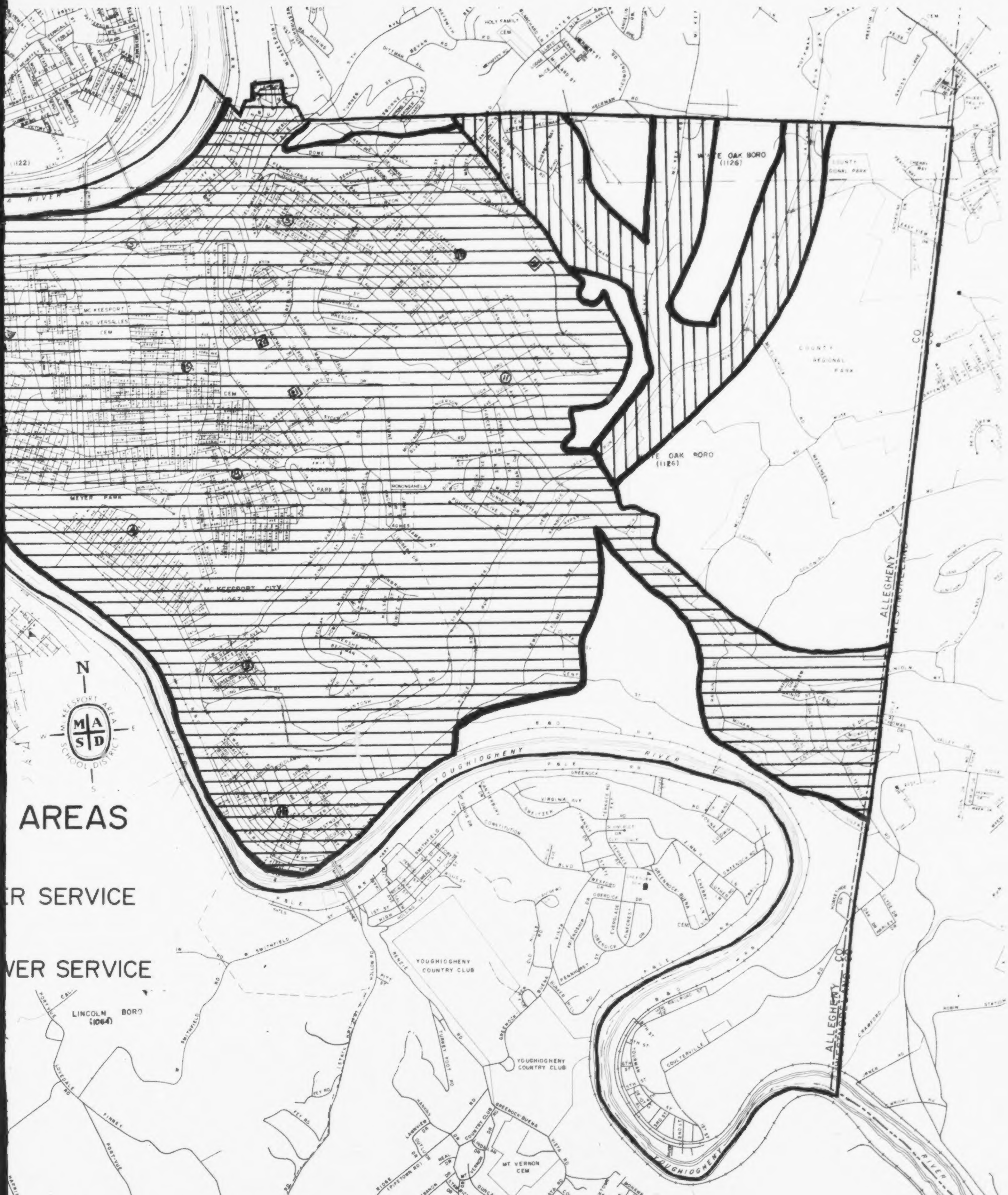
- ● School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

MAP 2-5

SEWER SERVICE AREAS

▤ EXISTING SEWER SERVICE

▥ PROPOSED SEWER SERVICE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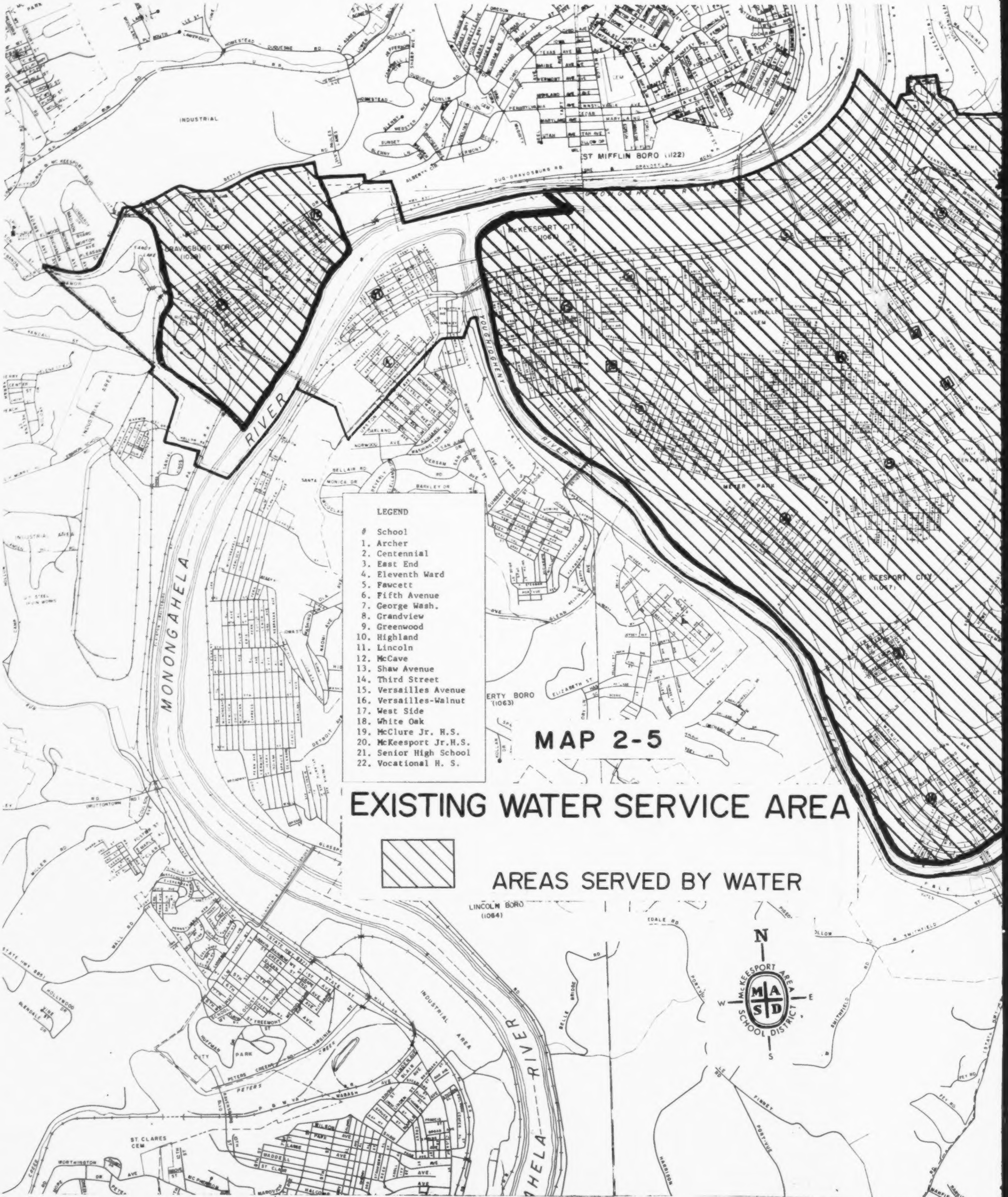
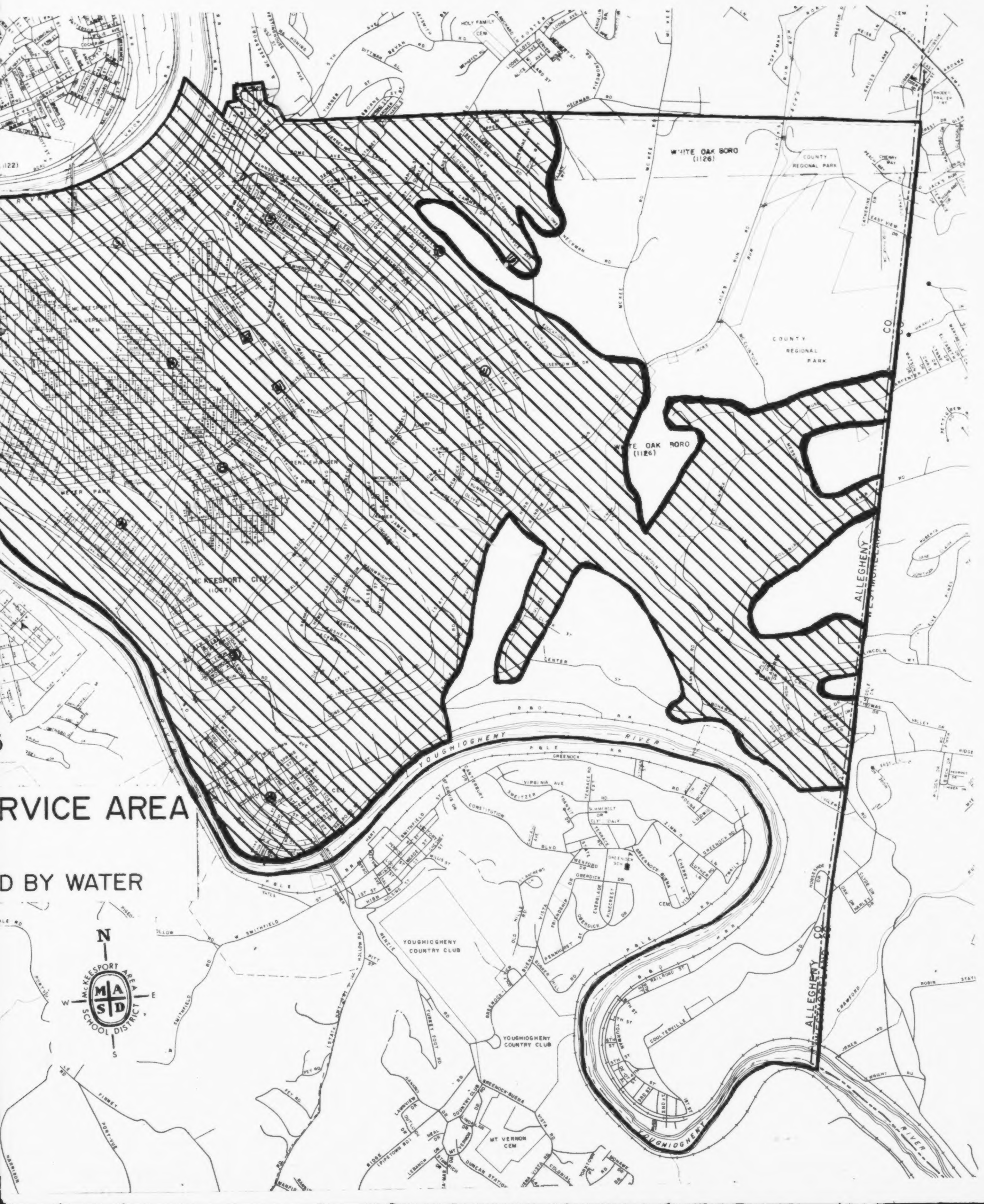
M A S D
MC KEESPORT CITY (1067)
WHITE OAK BORO (1126)
LINCOLN BORO (1064)
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
COUNTY REGIONAL PARK
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
HOLY FAMILY CEM
ALLEGHENY CO
WESTMORELAND CO
(1122)
CEM


LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
▨ AREAS SERVED BY WATER
McKEESPORT AREA SCHOOL DISTRICT
M A S D
N
E
S
W
MCKEESPORT CITY (1061)
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
ST MIFFLIN BORO (1122)
ERTY BORO (1063)
LINCOLN BORO (1064)
MONONGAHELA
RIVER
YOUGHIOGHENY
RIVER
INDUSTRIAL
INDUSTRIAL AREA
CITY PARK
ST. CLARES CEM
MEYER PARK

MAP 2-5

EXISTING WATER SERVICE AREA


HOLY FAMILY CEM
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
WHITE OAK BORO (1126)
McKEESPORT CITY (1067)
RENZIEHAUSEN PARK
YOUGHIOGHENY
RIVER
GREENOCK
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
ALLEGHENY
WESTMORELAND
CO.
ALLEGHENY CO.
WESTMORELAND CO.
YOUGHIOGHENY
RIVER
N
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McKEESPORT AREA SCHOOL DISTRICT
M A S D

RVICE AREA

D BY WATER

water authority. The area of Dravosburg along the Monongahela River is serviced by the Mon-Valley Water Company while the South Pittsburgh Water Company supplies water to the hillside areas of the Borough. There are currently no public water facilities in South Versailles Township. (see Map M2-5)

SEWAGE

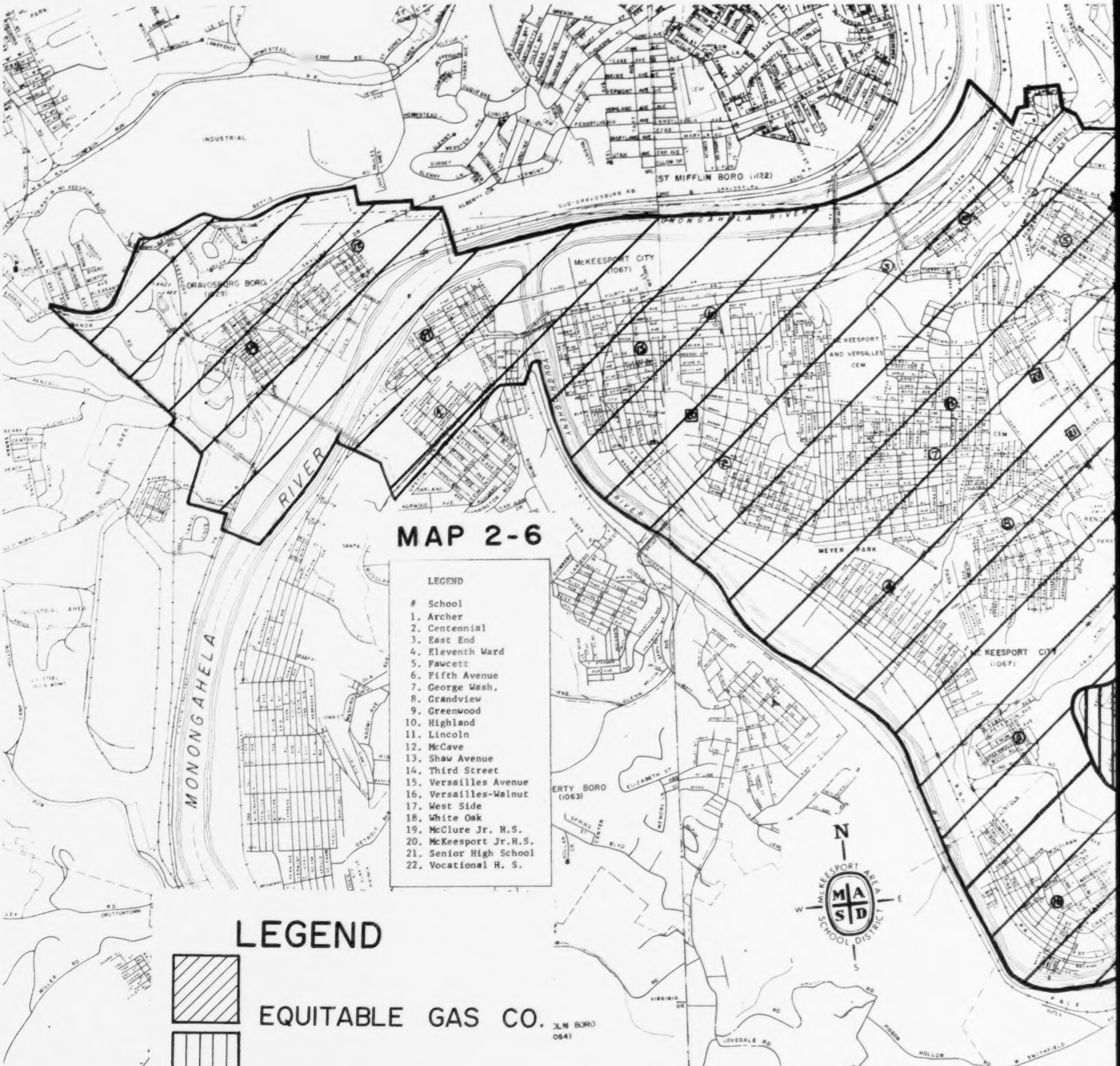
In 1961, the City of McKeesport completed the construction of its sewage treatment facilities which include: intercepting sewers, storm water regulating and flood control chambers, four sewage pumping stations, a sewage treatment plant, and an out-flow sewer. This sewage treatment system collects all sewage and wastes originating in the City of McKeesport, White Oak Borough, and Versailles Borough. The Borough of Dravosburg has its own sewage treatment plant. There are no sewage facilities in South Versailles Township except as provided by individual householders. (see Map M2-5)

ELECTRICITY

Duquesne Light Company supplies electrical power in McKeesport, Dravosburg, Versailles, and the largest portion of White Oak. The West Penn Power Company supplies South Versailles and a small portion of White Oak bordering South Versailles and Westmoreland County. (see Map M2-6)

GAS

Equitable Gas Company provides gas for Dravosburg, Versailles, most of McKeesport and the northern half of White Oak. The Peoples Gas Company supplies the southern part of White Oak, a small area of southeastern McKeesport, and a small portion of South Versailles Township. There are


MAP 2-6
LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
LEGEND
▨ EQUITABLE GAS CO.
▥ PEOPLES GAS CO.
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
W MIFFLIN BORO (1122)
LINCOLN BORO (1064)
McKEESPORT AND VERSAILLES CEM
MEYER PARK
INDUSTRIAL
INDUSTRIAL AREA
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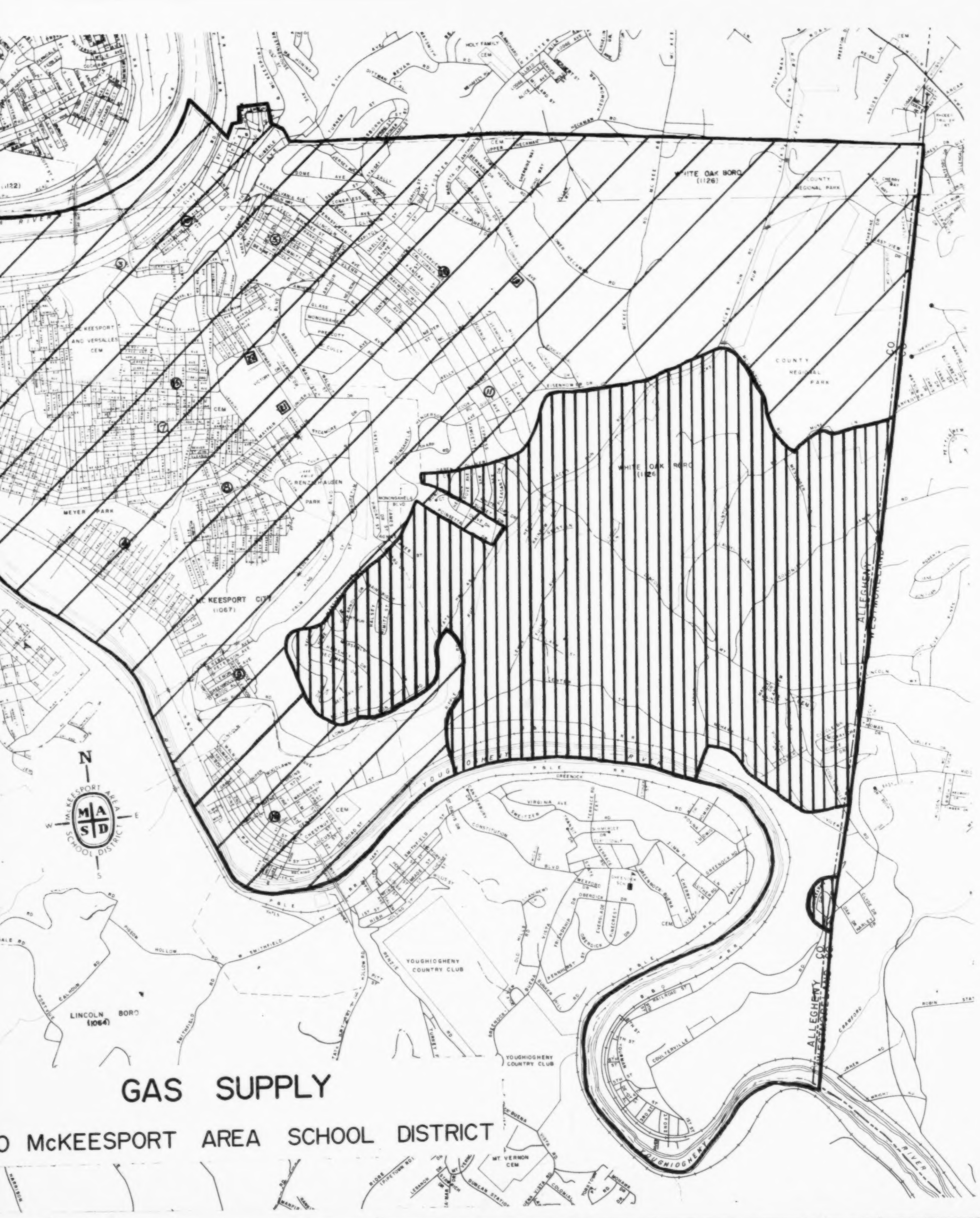
McKEESPORT AREA SCHOOL DISTRICT
M A S D

GAS SUPPLY

TO McKEESPORT AREA SCH


WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
WHITE OAK BORO (1126)
McKEESPORT AND VERSAILLES CEM
RENZIEHAUSEN PARK
MEYER PARK
McKEESPORT CITY (1067)
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
LINCOLN BORO (1064)
ALLEGHENY CO
WESTMORELAND CO
N
S
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W
M A S D
McKEESPORT AREA SCHOOL DISTRICT

GAS SUPPLY

D McKEESPORT AREA SCHOOL DISTRICT

no gas lines providing service for the main residential area of South Versailles. (see Map M2-6)

TELEPHONE

The Bell Telephone Company provides service in all communities of the McKeesport Area School District.

POLICE AND FIRE PROTECTION

McKeesport

The McKeesport Police Department, operating from the Municipal Building, employs 79 officers, 11 full time civilian employees and 28 school guards. The department has its own radio dispatching system and is equipped with 15 motor vehicles. Seven of them are equipped for ambulance services. Riot equipment has been purchased. The training of the officers is primarily done on the job. The force is mature, 60 percent of the officers have been with the department for more than ten years. Community relations are handled out of the mayor's office; there is no police personnel assigned to this task.

An Auxiliary Police Force of 25 is equipped with one ambulance and one truck. This force is trained in first aid, police procedures, and traffic control, and has emergency power of arrest.

The McKeesport Fire Department currently serves the city from four fire stations. According to a report to the City of McKeesport by the National Board of Fire Underwriters in 1961, there is insufficient coverage provided for the Christy Park, Eden Park, and Long Run sections of the Eleventh and Twelfth Wards. It was suggested that an additional station be provided in the vicinity of Walnut and Thirty-Fourth Streets.

The total personnel of the department is 85. The fire fighting equipment for the existing stations is considered adequate. Ambulance services are provided by the Police Department. The locations of fire and police stations are shown on Map M2-7.

White Oak, Versailles, Dravosburg, South Versailles

The number of full time police officers for White Oak is 9, for Dravosburg 6, and for Versailles 3. All three communities have additional personnel available if additional needs occur. There is no local police force in South Versailles, as police protection is provided by the County.

Volunteer companies provide fire protection in these municipalities. White Oak and Dravosburg have two companies while Versailles and South Versailles each have one Volunteer Fire Company. These organizations provide fire protection and ambulance services for their communities.

MEDICAL FACILITIES

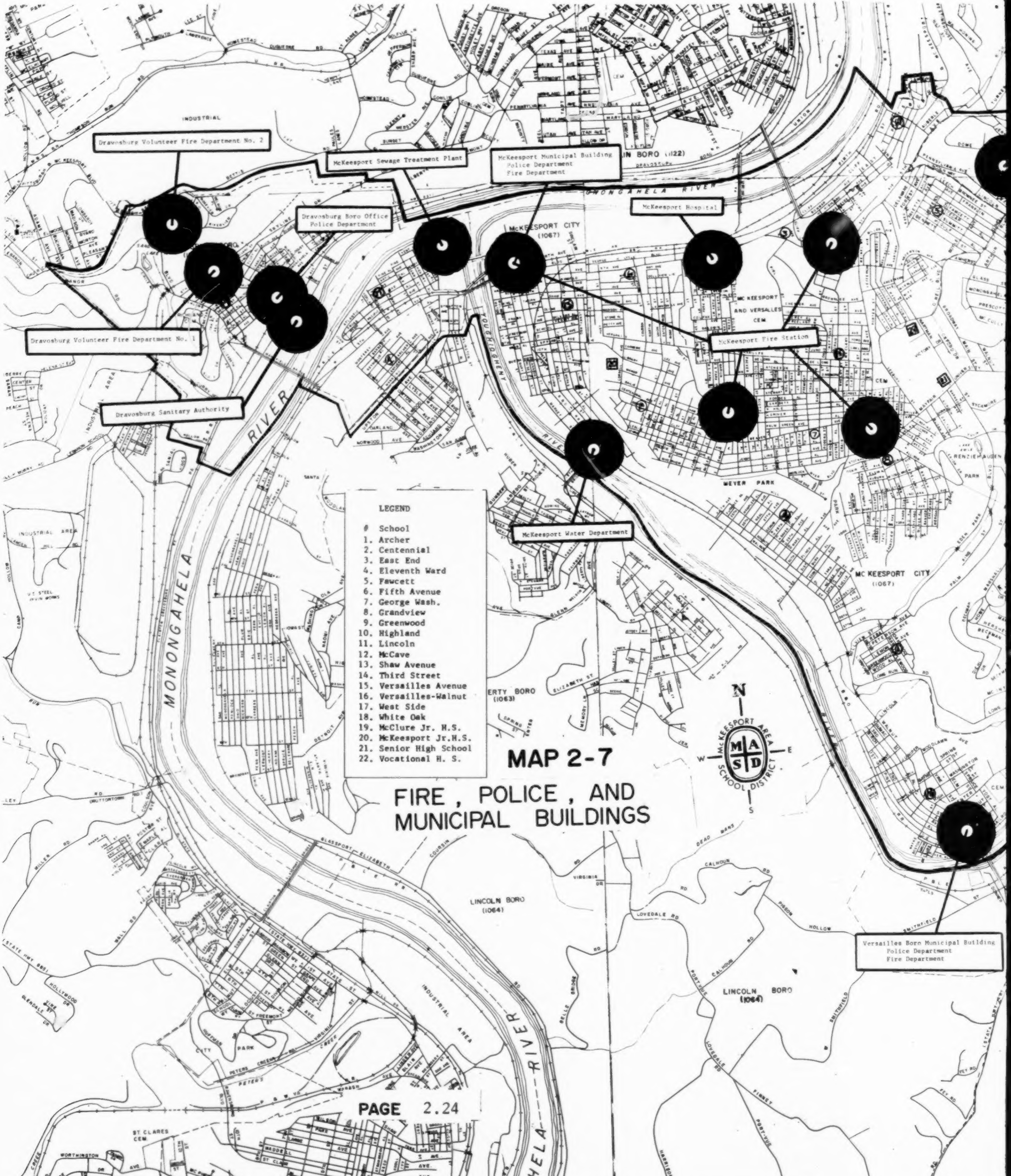
In addition to the outstanding facilities available to Allegheny County residents throughout the Pittsburgh area, citizens of the school district have access to the McKeesport Hospital, a relatively new structure valued at more than $6 million.

COMMUNITY COLLEGE

A branch of the Allegheny County Community College is located in the city and it serves the entire school area.

PENN STATE CAMPUS

The Penn State Campus at McKeesport offers the first two credit years of a four-year baccalaureate program, a two year program for


Dravosburg Volunteer Fire Department No. 2
McKeesport Sewage Treatment Plant
McKeesport Municipal Building
Police Department
Fire Department
Dravosburg Boro Office
Police Department
McKeesport Hospital
Dravosburg Volunteer Fire Department No. 1
McKeesport Fire Station
Dravosburg Sanitary Authority
McKeesport Water Department
Versailles Boro Municipal Building
Police Department
Fire Department
LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
McKEESPORT CITY
(1067)
MC KEESPORT CITY
(1067)
LINCOLN BORO
(1064)
MONONGAHELA
RIVER
MEYER PARK
McKEESPORT AREA SCHOOL DISTRICT
M A S D
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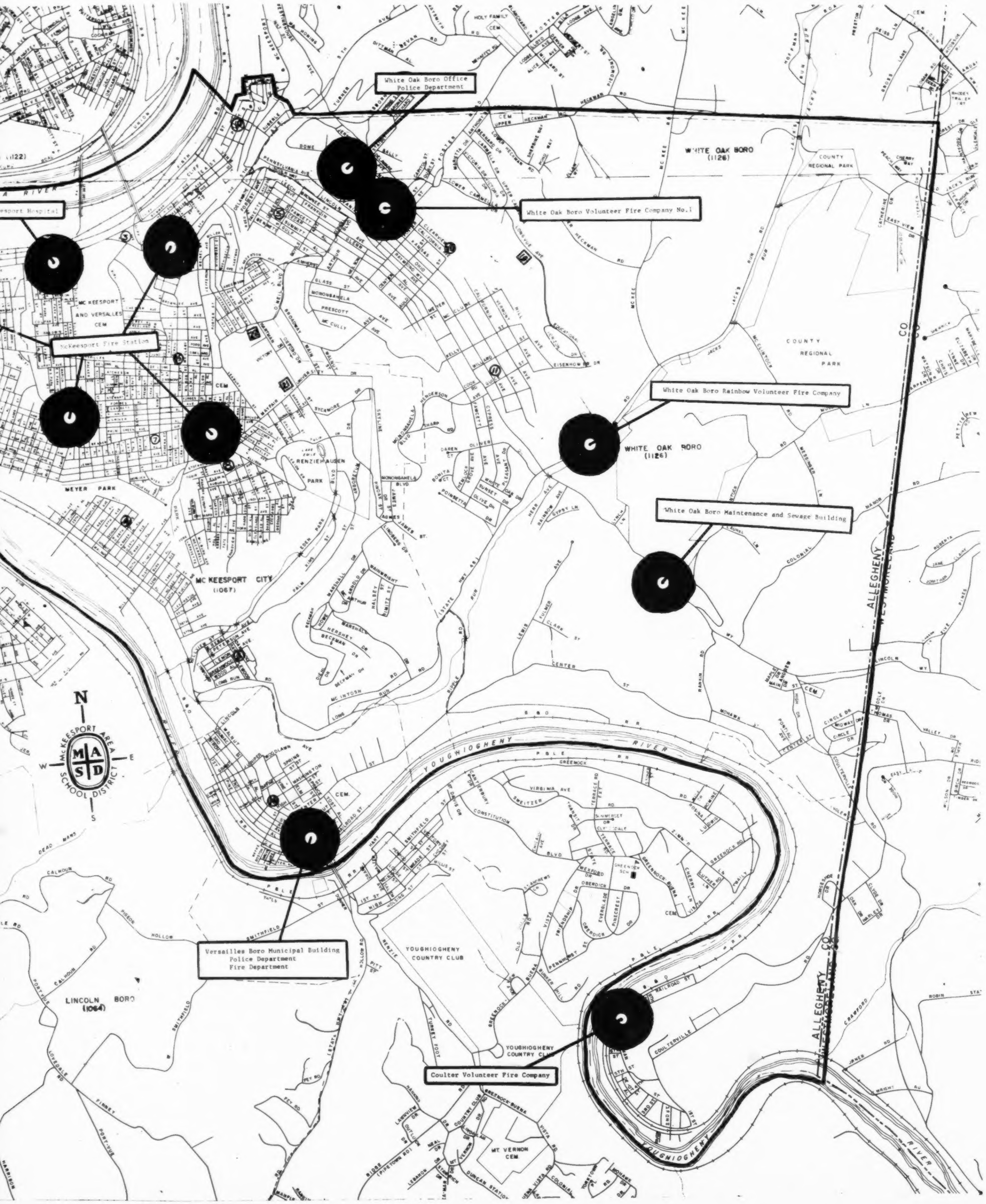
MAP 2-7

FIRE, POLICE, AND MUNICIPAL BUILDINGS


eesport Hospital
White Oak Boro Office
Police Department
White Oak Boro Volunteer Fire Company No.1
McKeesport Fire Station
White Oak Boro Rainbow Volunteer Fire Company
White Oak Boro Maintenance and Sewage Building
Versailles Boro Municipal Building
Police Department
Fire Department
Coulter Volunteer Fire Company
WHITE OAK BORO (1126)
WHITE OAK BORO (1126)
MC KEESPORT CITY (1067)
LINCOLN BORO (1064)
(1122)
COUNTY REGIONAL PARK
COUNTY REGIONAL PARK
MC KEESPORT AND VERSALLES CEM
RENZIEHAUSEN PARK
MEYER PARK
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT. VERNON CEM
YOUGHIOGHENY RIVER
YOUGHIOGHENY
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ALLEGHENY CO
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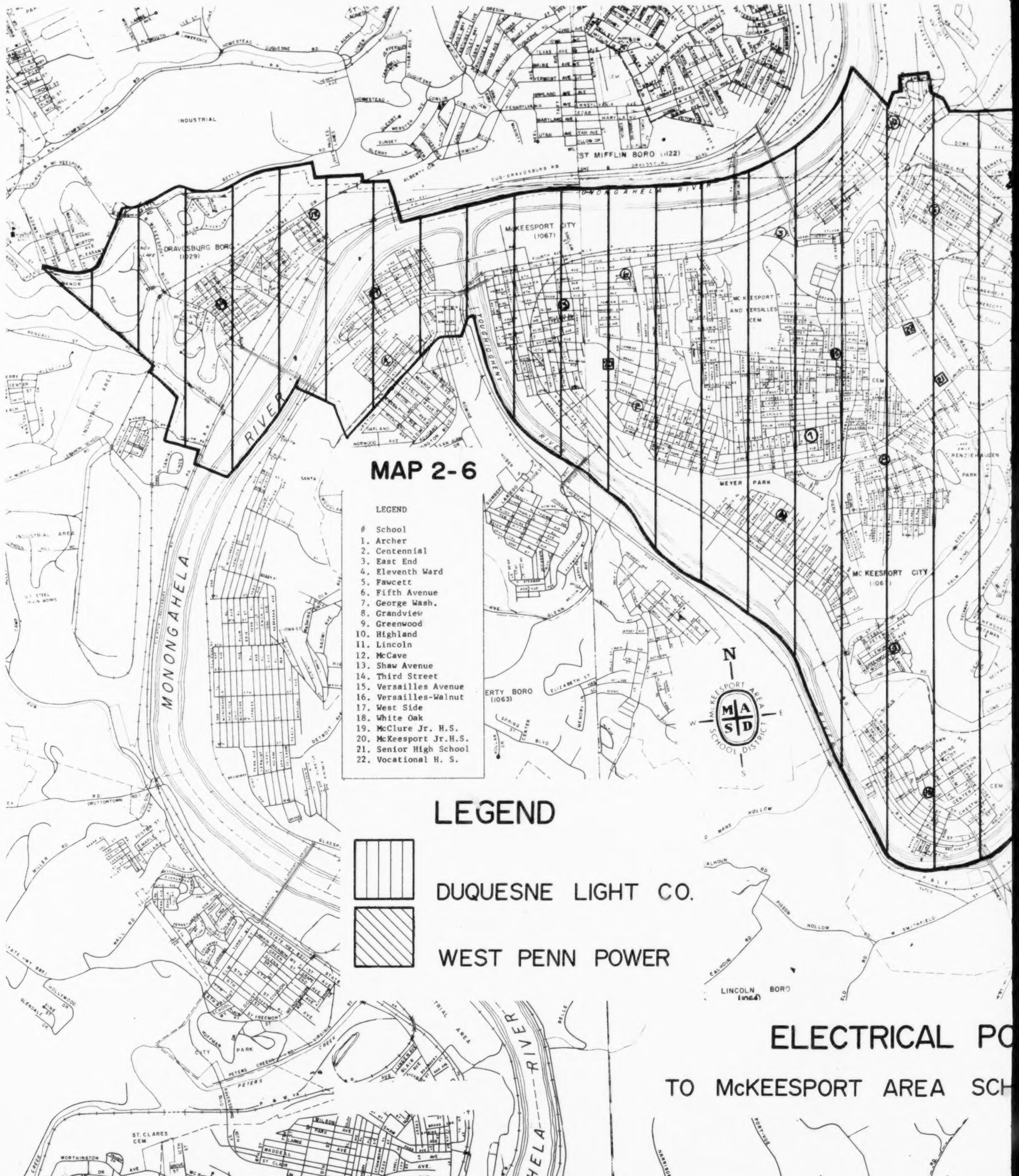
MC KEESPORT AREA SCHOOL DISTRICT
M A S D


MAP 2-6
LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
LEGEND
▥ DUQUESNE LIGHT CO.
▨ WEST PENN POWER
DRAVOSBURG BORO (1029)
McKEESPORT CITY (1067)
MC KEESPORT CITY (1067)
ST MIFFLIN BORO (1122)
ERTY BORO (1063)
LINCOLN BORO (1064)
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
CITY PARK
ST. CLARES CEM
INDUSTRIAL
INDUSTRIAL AREA
U.S. STEEL IRVIN WORKS
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S
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McKEESPORT AREA SCHOOL DISTRICT
M A S D

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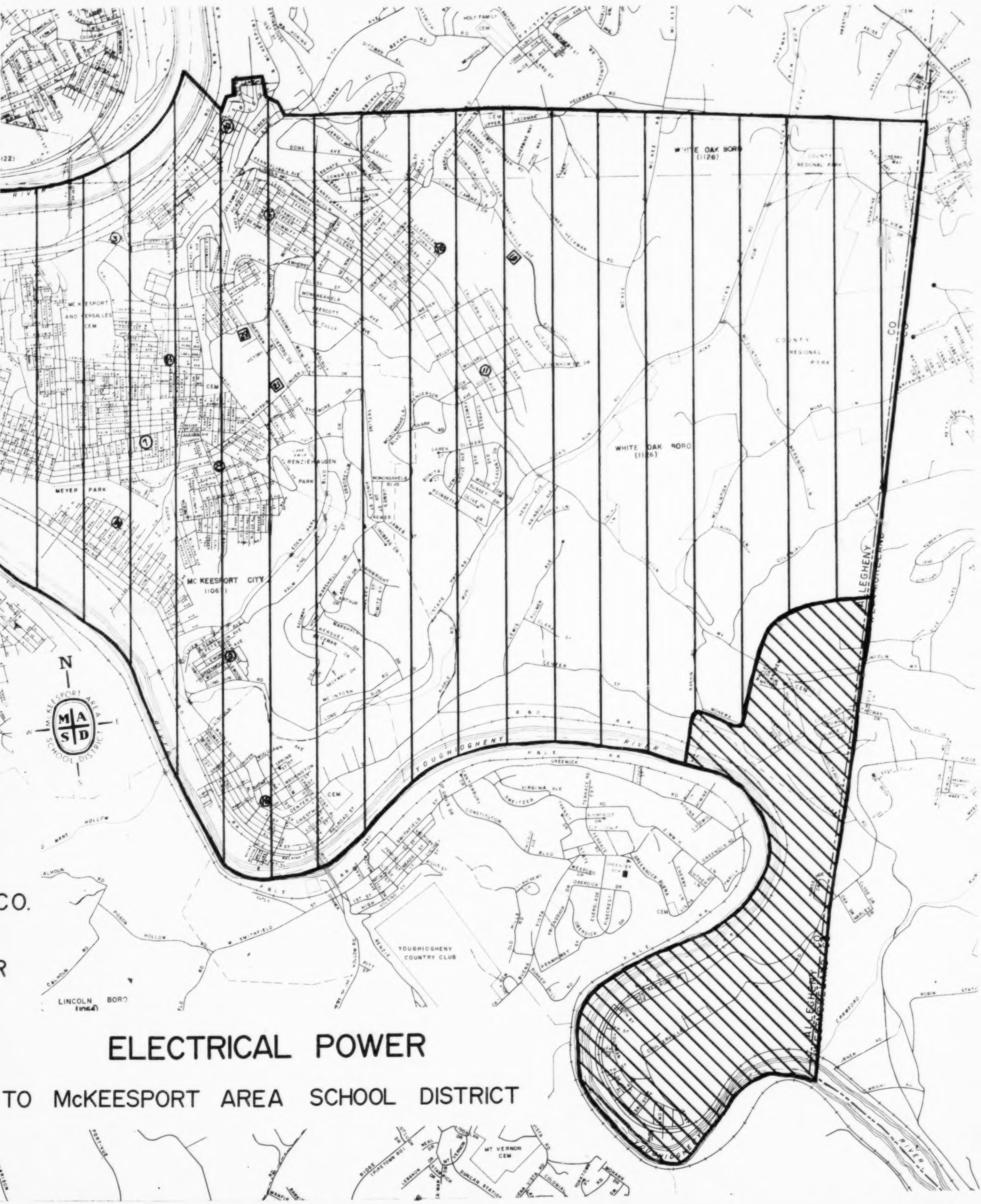
TO McKEESPORT AREA SCH


WHITE OAK BORO
(1126)
COUNTY REGIONAL PARK
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
MC KEESPORT CITY
(1061)
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
LINCOLN BORO
ALLEGHENY
WESTMORELAND
MT VERNON CEM
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McKEESPORT AREA SCHOOL DISTRICT

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ELECTRICAL POWER

TO McKEESPORT AREA SCHOOL DISTRICT

advanced technicians, and an evening program of non-credit courses. The enrollment in 1964 was 504 daytime students. The projected enrollment for 1970 is 1200.

PUBLIC LIBRARY

McKeesport's Carnegie Free Library is, in terms of number of volumes, the second largest library in Allegheny County, surpassed only by the Carnegie Library of Pittsburgh. Its use has spread well beyond the limit of the City, and residents of the surrounding areas now use the library almost as extensively as do the residents of the City. Free library services are provided for all students attending schools within the McKeesport Area School District.

COMMUNICATIONS

Being part of the Pittsburgh Metropolitan Area, McKeesport Area School District has access to the mass media systems normally expected in such a large area.

There are numerous radio stations originating out of Pittsburgh as well as a number of television stations. All the major national networks are available along with the educational television station which serves the area and transmits National Educational Television as well as programming of local organizations. The two large metropolitan newspapers are widely distributed in McKeesport School District communities.

Locally McKeesport has a daily newspaper as well as local radio stations which serve the residents of that particular portion of Allegheny County. The newspaper is the Daily News while the radio stations have the call letters WEDO and WIXZ.

THE ECONOMY

The economic base of a community and the economic characteristics of its residents in large measure determine how the community may develop and whether the community can afford to provide needed public facilities and services. Job opportunities and prospects for sustained employment are, perhaps, the most important determinants of an individual's or family's decision to live in a particular community.

INDUSTRY

Since the later portion of the nineteenth century, manufacturing industries have dominated the economy of the McKeesport area and the entire Pittsburgh region. Most of the industries are manufacturers of durable goods, with 80% of the manufacturing activity attributable to the primary metal industries, that is, to the producers of metal and basic metal products. From the earliest days of its development the steel industry gravitated to the sites along the Monongahela River. The location requirements of this early steel industry, direct access to rail and river transportation, local sources of essential raw materials, process water, and nearby sources of labor were all available at these locations. Despite the removal of some of the locational constraints by alternate transportation via highway, most of the firms have expanded at their original sites rather than relocate from the river locations. As a result the Monongahela River and its immediate environs today contain 52 percent of all manufacturing jobs in Allegheny County. With such a concentrated base, the Monongahela River region has been very susceptible to the effects of changes in basic metal production. Short range declines have periodically caused a high rate of unemployment. Over a longer range, mill production has slowed as competition and the steel markets have shifted, and as traditional location advantage of the Pittsburgh region has lessened and its physical plant has aged. The current concentration of the McKeesport area industry on the production of defense material, which presently ensures a high employment rate, may have serious negative consequences, if a decline in the demand for these products should be added to the problems of obsolete plant facilities and heavy competition.

Most of the School District's industry is located in the City of McKeesport. In 1966, there were 38 plants employing 11,165 persons. The activity is completely dominated by four primary metal producing firms which alone account for 70 percent of the manufacturing employment and 75 percent of the "value added by manufacture." Of lesser importance are the manufacturers of miscellaneous products, food processors, metal fabricators, stone, clay, and glass products, and printing establishments.

In spite of the current favorable employment picture in McKeesport and the surrounding Mon-Yough area where the majority of the School District's residents find employment, the area remains vulnerable to economic decline. Both the total number of manufacturing jobs and the amount of manufacturing activity in the City of McKeesport have been dropping sharply since the mid 1950's. Employment fell from 11,000 in 1957 to 8000 in 1961. "Value added by manufacture," the best index of manufacturing activity, declined from $132 million to $84 million in the same period. The picture will not be improved significantly until the regional economy is diversified and until the educational level and technical skills of the labor force are upgraded.

TABLE 2-1

Retail Establishments in the City of McKeesport

Kind of Business	Number	Sales ($1,000)	Payroll ($1,000)	Number of Paid Employees
Lumber, Building Materials, Hardware	21	1,701	318	78
General Merchandise Stores	11	6,566	1,003	380
Food Stores	136	16,098	1,286	531
Automotive Dealers	28	17,214	1,865	333
Gas Stations	50	3,265	235	93
Apparel, Accessory Stores	60	11,531	2,006	731
Furniture, Equipment Stores	36	7,157	1,024	271
Eating, Drinking Places	137	4,667	684	355
Drug Stores	24	2,177	270	105
Other Retail Stores	61	5,075	499	140
Nonstore Retailers	20	953	63	20
Retail Trade, TOTAL	584	74,404	9,253	3,037

Source: U.S. Business Census 1963

TABLE 2-2

Statistics for Manufacturing Industries by Major Industry Group
McKeesport, 1966

Industry Group	Number of Establishments	Capital Expenditures	Employees	Wages & Salaries	Value of Production	Value Added by Manufacture
Ordnance & Accessories	1	$ D	2,026	$ D	$ D	$ D
Food & Kindred Products	13	206,900	836	4,649,800	19,606,000	8,234,800
Apparel & Related Products	1	---	4	D	D	D
Lumber & Wood Products	2	D	28	D	D	D
Furniture & Fixtures	1	---	11	D	D	D
Printing, Publishing & Allied Products	6	28,500	192	1,339,700	3,018,700	2,421,800
Chemicals & Allied Products	1	D	5	D	D	D
Stone, Clay, & Glass Products	2	D	172	D	D	D
Primary Metal Products	4	2,839,800	7,544	53,796,000	242,214,600	82,129,600
Fabr. Metal Products	5	931,300	305	2,028,100	9,798,900	3,058,100
Machinery (Exc. Electr)	2	D	42	D	D	D
TOTAL Manufacturing Industries	38	$4,262,800	11,165	$75,635,800	$334,317,900	$118,528,700

D: Data withheld to avoid disclosing figures for individual establishments.

Source: Pennsylvania Department of Internal Affairs - 1966 Statistics by Major Industry Group.

COMMERCE

RETAIL AND SERVICE ACTIVITY

In spite of some significant commercial activity in the Boroughs of White Oak and Versailles, this description has to focus again on the development in the City of McKeesport. Its retail sales volume is still the second largest of any shopping area in the five counties of southwestern Pennsylvania. But since the mid 1950's, this position is being challenged by developments taking place primarily outside the School District area. From 1952 to 1964, McKeesport retail sales volume has declined 35 percent, a development that cannot be offset by an opposite development in White Oak. Population losses in the urban parts of the District have reduced the important close-in trade and the growth of modern, suburban shopping centers has increasingly siphoned off trade from the outer portion of the trade area. Consequently, a significant number of McKeesport's downtown retail establishments have closed or moved away.

WHOLESALING ACTIVITY

According to the U.S. Business Census, McKeesport had 71 wholesaling establishments in 1963 with sales totaling $54,218,000; a payroll of $4,357,000 and 790 paid employees. But because of the lack of adequate highways, and insufficient parking and loading space, the trend to locate new wholesaling establishment outside densely populated urban areas appears to have caused a decline in commercial activity in the School District since 1963.

TABLE 2-3

Retail Establishments in the McKeesport Area School District

Community	Number	Sales ($1,000)	Payroll ($1,000)	Number of Paid Employees
McKeesport	584	74,404	9,253	3,037
White Oak	34	3,692	617	173
Dravosburg	31	3,076	429	142
Versailles	NA	NA	NA	NA
South Versailles	NA	NA	NA	NA
TOTAL	649	81,172	10,299	3,352

Selected Service Establishments in the McKeesport Area School District

Community	Number	Sales ($1,000)	Payroll ($1,000)	Number of Paid Employees
McKeesport	357	6,997	1,693	582
White Oak	21	869	202	62
Dravosburg	32	589	128	30
Versailles	NA	NA	NA	NA
South Versailles	NA	NA	NA	NA
TOTAL	410	8,455	2,023	674

NA - Data not available

Source: U.S. Business Census, 1963

THE REGIONAL FORECAST

Recently the Southwestern Pennsylvania Regional Planning Commission (SPRPC) completed a preliminary forecast of the changes in employment and population which were likely to occur in the six county area surrounding Pittsburgh. This forecast did not reflect any policies which might influence population or employment growth in particular areas, but simply estimated where change would occur if present trends continued.

The McKeesport Planning Area included McKeesport, Clairton, Duquesne, Glassport, Liberty, Port Vue, Versailles, South Versailles, White Oak, Dravosburg, and West Mifflin. Although this area is considerably larger than the school district, the study indicates the changes which are likely to occur in the district.

Table 2-4 depicts the employment change which is predicted for the Planning Area which includes the McKeesport Area School District. Even though the non-manufacturing employment is projected to increase by 1980, the overall trend for the Planning Area is decline. This decline can be traced to the lack of diversity in this area and the continued increase in worker productivity which will cause declines in manufacturing employment.

Nonetheless, the SPRPC regional forecast has projected that residential population will grow in this Planning Area by 1980. The rate of change in the Area has been projected to be 5.5 percent. In the McKeesport Area School District the rate of population growth will be 6.8 percent between 1967 and 1980. The rate of growth is slightly higher than that of the Planning Area because the District's population trends have been more favorable than those of some other communities in the Planning Area.

TABLE 2-4

Employment in the SPRPC Planning Area Surrounding the McKeesport School District

Industry Group	1966	1980	Change	% Change
Manufacturing	24,666	17,581	-7,085	-28.7
Transportation, Utilities, & Communications Construction	6,321	6,740	419	6.6
Services	9,422	11,876	2,454	26.0
Trade	3,341	4,147	806	24.1
Government	2,881	4,119	1,238	42.9
TOTAL	46,631	44,463	-2,168	-4.6

MOBILITY OF THE LABOR FORCE

The extent of the dependence of the development of the McKeesport Area School District on the economical development of the Pittsburgh region in general becomes evident when one considers the great mobility of the area's labor force. Data provided by the Pittsburgh Area Transportation Study shows that of the persons employed in McKeesport's economy in retail activities, 54% of the employees reside in the city. In wholesale activities, 33% of the employees reside in the city while in manufacturing, 41% of the employees reside in the city.

The same study also recalls that of McKeesport's residents in the labor force, 38.98% are employed outside the city and 50.3% of that group are engaged in manufacturing activities outside the city.

Similar mobility is evident in the municipalities outside the City of McKeesport. A McKeesport Chamber of Commerce Telephone Survey conducted in 1958 revealed that of White Oak's labor force, 86% were employed outside the Borough and 40% were employed outside the McKeesport Area School District.

The lack of any significant employers in Dravosburg and South Versailles suggest a situation similar to that in White Oak. The data for Versailles Borough can be estimated to resemble those for McKeesport.

For additional data and information on the School Districts' labor force see the section on "Population."

TRANSPORTATION

The provision of adequate transportation facilities is a prerequisite for the establishment and maintenance of an urban environment suitable for residence and economy. Unless rapid, convenient, safe and economical transportation for people and goods is provided to and from the Mon-Yough

Valley there will be little chance of success in the efforts to strengthen the area's economic situation.

The beginning elements for a sound transportation network in the McKeesport area exist today. Navigable rivers and main line rail facilities both have the potential to satisfactorily serve any bulk freight demands of the area's industry. However, there is an increasingly serious lack of suitable highway access to and within the area. As commercial truck transportation and the use of the private automobile has become increasingly important in all urban areas, McKeesport is feeling the effects of its inadequate highway circulation system. This is evident in the refusal of many new industries to move into the area as well as in the decline in importance of McKeesport as a trade center. (see Map M2-8 page 2.37)

An alleviation of this problem can only be achieved in a combined effort concentrating on connecting the area with the network of state and interstate highways and improving the traffic and parking conditions within the communities where traffic volumes in almost all instances exceed capacities. As indicated in the 1964 McKeesport Master Plan, a realization of the improvements suggested by the Pittsburgh Area Transportation Study (PATS, 1963) would definitely serve the needs of the area. These improvements would include circumferential freeways which would not only provide connections with the rest of the country but also alleviate the problem of traffic congestions in the urban parts of the School District by diverting through-traffic to other areas.

Rail service in the area is provided by the Baltimore and Ohio Railroad Company. Local bus lines are served by the Port Authroity of Allegheny County. Greyhound provides interstate, nationwide service.

Allegheny County Airport, located close to the School District is open to private air traffic. The Greater Pittsburgh Airport, served by most of the major airlines, is providing commercial air transportation for the residents of the area.

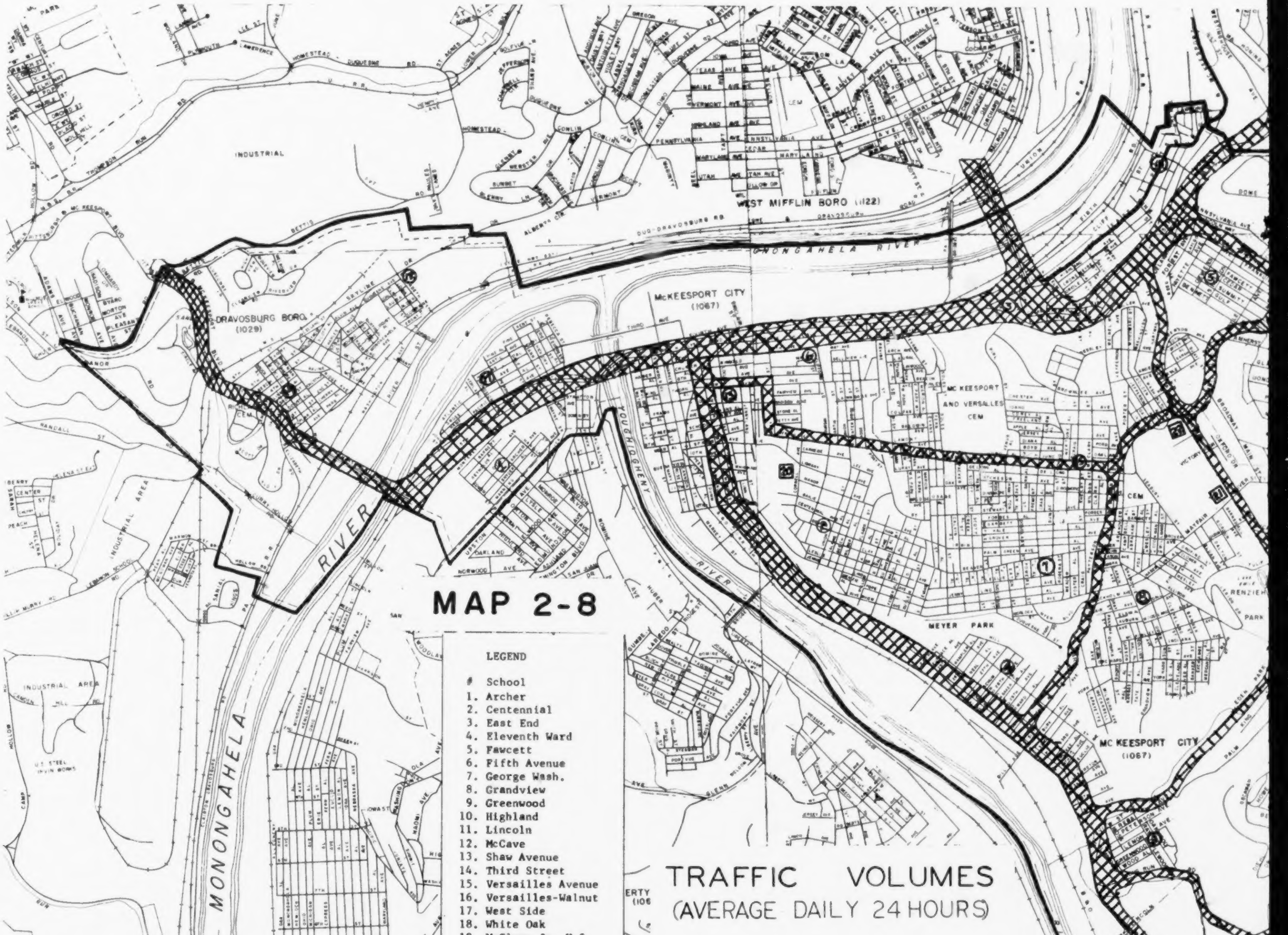
Two highway projects are currently underway in the School District. The first of these will take traffic from the Duquesne-McKeesport Bridge, follow the current route of Fifth Avenue and when completed will provide a four lane, high speed highway from the birdge to Route 30 in East McKeesport Borough.

The second project is the improvement of Route 48 in White Oak Borough. Because it transverses undeveloped areas in White Oak Borough, it may hasten the development of these areas with resulting increased enrollment in the schools.

LAND USE

A brief summary of existing land use in the communities which make up the McKeesport Area School District reveals the type of development that might well be expected of an area with this type of history. The river fronts are pre-empted by industry, close by are commercial areas which have served the region for four decades, and close by this commercial activity is high density residential area, much of which is in deteriorating condition. Further away from the center complex are improved residential areas characterized by lower density and higher property valuation and finally, even further away some new residential subdivisions.

Table 2-5, Land Use, shows this clearly. Based on master plans of the two large communities and estimates of the small communities land



WEST MIFFLIN BORO (1122)
MONONGAHELA RIVER
DRAVOSBURG BORO. (1029)
McKEESPORT CITY (1067)
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
MC KEESPORT CITY (1067)
YOUGHIOGHENY RIVER
MONONGAHELA RIVER
INDUSTRIAL
INDUSTRIAL AREA
U.S. STEEL IRVIN WORKS
CITY PARK
ST. CLARES CEM.
LINCOLN (1064)
INDUSTRIAL AREA
MONONGAHELA RIVER
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McKEESPORT AREA SCHOOL DISTRICT
M A S D

MAP 2-8

LEGEND

- # School
- 1. Archer
- 2. Centennial
- 3. East End
- 4. Eleventh Ward
- 5. Fawcett
- 6. Fifth Avenue
- 7. George Wash.
- 8. Grandview
- 9. Greenwood
- 10. Highland
- 11. Lincoln
- 12. McCave
- 13. Shaw Avenue
- 14. Third Street
- 15. Versailles Avenue
- 16. Versailles-Walnut
- 17. West Side
- 18. White Oak
- 19. McClure Jr. H.S.
- 20. McKeesport Jr.H.S.
- 21. Senior High School
- 22. Vocational H. S.

TRAFFIC VOLUMES
(AVERAGE DAILY 24 HOURS)

▨ 10,000 AND OVER

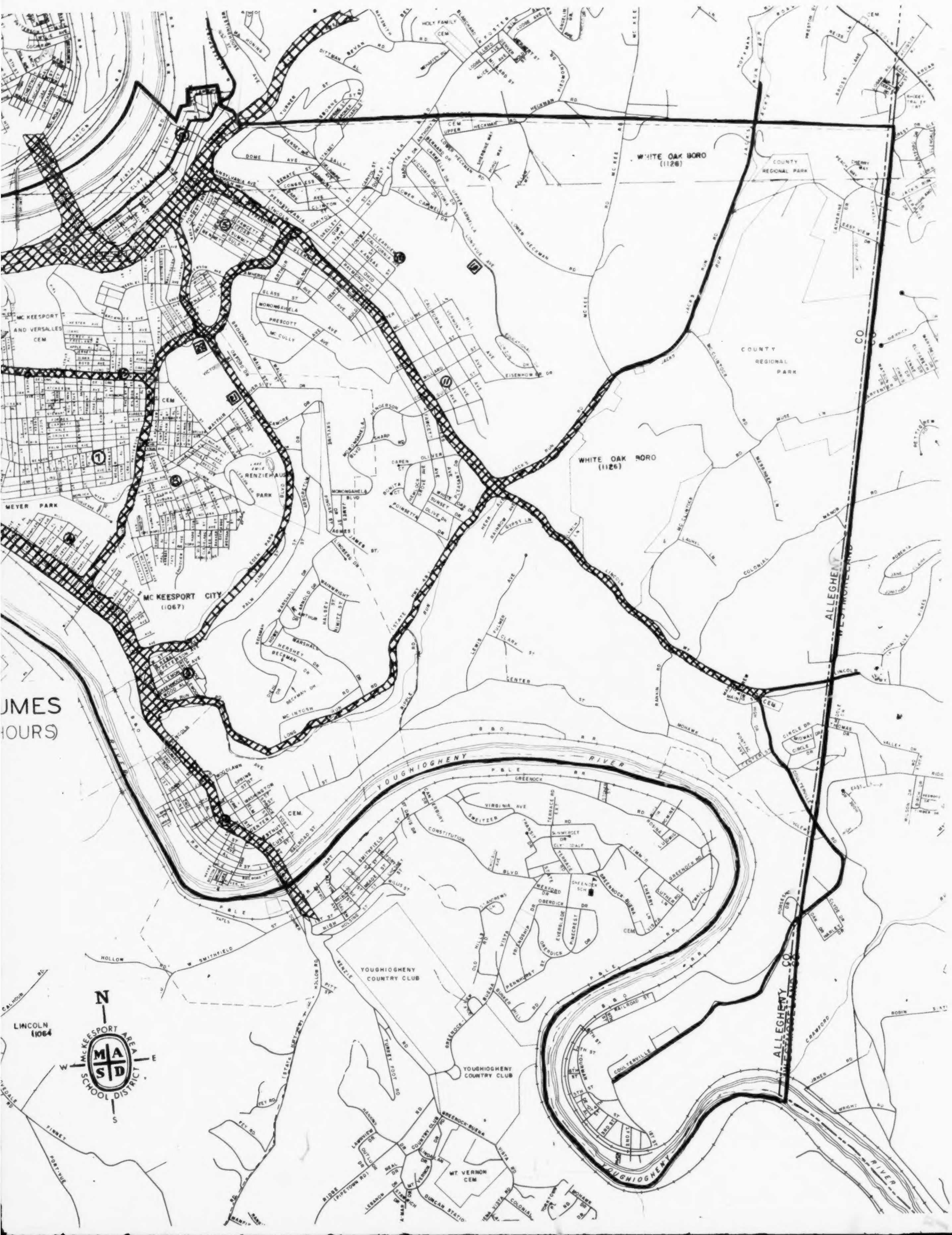
▨ 7,500 to 10,000

▨ 5,000 to 7,500

▨ 2,500 to 5,000

▨ 1,000 to 2,500

— LESS 1,000


UMES
HOURS)
WHITE OAK BORO
(1126)
MC KEESPORT CITY
(1067)
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
COUNTY REGIONAL PARK
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
MT. VERNON CEM
HOLY FAMILY CEM
LINCOLN
(1064
ALLEGHENY CO.
WESTMORELAND CO.
B & O R.R.
P & L E R.R.
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McKEESPORT AREA SCHOOL DISTRICT

use for the area is listed in Table 2-5. (see page 2.39)

Most of the existing land use is the result of haphazard development rather than good planning and where poor results are in evidence little can be done without major efforts and expenditures and often only by public agencies. The City of McKeesport has undertaken such urban renewal efforts under the guidance of professional planners. Because of the magnitude of the task however, much must be done by individual citizens in the improvement of their own property.

White Oak Borough which also has professional planning guidance has differing problems. They need to be more conscious of subdivision controls and careful planning in order to develop a sound community.

The other municipalities because of there similarity to one or the other of the large communities, share their neighbors problems.

South Versailles Township differs somewhat in that it might be considered a semi-rural community. It is residential, has no industry, commercial activity, and only limited municipal services.

HOUSING

The age and condition of housing in the municipalities of the McKeesport Area School District reflects the varying status of those communities as does the population. The correlations between older, declining populations and old, deteriorating housing is very high. The U.S. Census of 1960 reports that 89 percent of the housing in the City of McKeesport was built before 1939 while White Oak Borough reports only 36 percent of similar age. Versailles Borough reports 74 percent housing of this age, while Dravosburg and South Versailles report 48 percent and 47 percent respectively. (see Table 2-6, page 2.42)

TABLE 2-5

Land Use

	Dravosburg	McKeesport	South Versailles	Versailles	White Oak
Total Land in Acres	633	3,240	648	385	4,192
Total developed land in Acres	568	2,398	120	340	1,661
	Land Uses as a Percentage of Total Developed Land				
Residential	53%	40%	68.8%	54%	33.3%
Commercial	6%	4%	0%	5%	3.3%
Industrial	15%	10%	0%	15%	1.0%
Institutional	2%	4%	.1%	3%	.4%
Outdoor	2%	9%	.1%	1%	*47.0%
Transportation, Communication, Utilities	22%	33%	30.0%	22%	15.0%

* Includes White Oak Park

Sources: McKeesport Master Plan, Pittsburgh Regional Planning Association, White Oak Master Plan, Pittsburgh Regional Planning Association American Air Surveys: Compiled for the McKeesport Long Range Plan in 1969.

The condition of housing follows a similar pattern as is revealed by Table 2-6. McKeesport again suffers the most serious problem. South Versailles Township has the highest percentage of deteriorating or dilapidated housing, 46 percent, but the unique situation of this community where the state of the housing represents a dicotomy of very old or quite new, means that the dollar value of old housing compared to the new housing is low. In addition, the total number of housing units is small. The other municipalities rank as might be expected with White Oak having the smallest percentage of poor housing and Dravosburg and Versailles ranking between McKeesport and White Oak.

Table 2-6 also reports the tenant vs. owner occupied housing. McKeesport is the only community which can be considered a residential area for tenants. Unfortunately, much of this rental housing is in poor condition and has become a high density area occupied by the non-white population of the community.

Steps have been taken to improve the housing situation in McKeesport. Urban renewal has converted poor housing to more economic uses, public housing has provided better housing units and some plans are underway to relieve some of the worst problems of deteriorating neighborhoods, but it should be made clear that despite the progress, a great deal needs to be done. An auto tour through all the communities of the McKeesport Area School District is all that is needed to affirm this statement. Although McKeesport's problem is the most serious by far, the communities of Versailles Borough, South Versailles Township and Dravosburg Borough should immediately act to prevent a similar problem of equal magnitude.

It should be remembered that schools, because of their neighborhood orientation are very sensitive to the environment of the neighborhoods they serve. Poor neighborhoods limit severely the ability of the schools to serve their communities. Municipalities can effectively help schools by a determined effort to maintain quality neighborhoods through zoning, enforcement of building codes, and inspection with the goal of maintaining health and safety standards.

ZONING

There are zoning ordinances in effect in the City of McKeesport and the Borough of White Oak. The McKeesport ordinance of 1952 includes six residential, two business (local and general), and two industrial (limited and heavy) categories. For the purpose of this study the residential categories can be reduced to two: single dwelling and multiple dwelling. Currently, a new zoning ordinance and map is being prepared for the City. The School District should examine it carefully and be prepared to revise their own planning if the new zoning should require such action.

The White Oak zoning ordinance includes a residential and a commercial category. The 1960 White Oak Master Plan calls for a revision of this ordinance along some parts of the major thoroughfares to prevent a deterioration of these areas because of dispersed, unattractive commercial establishments.

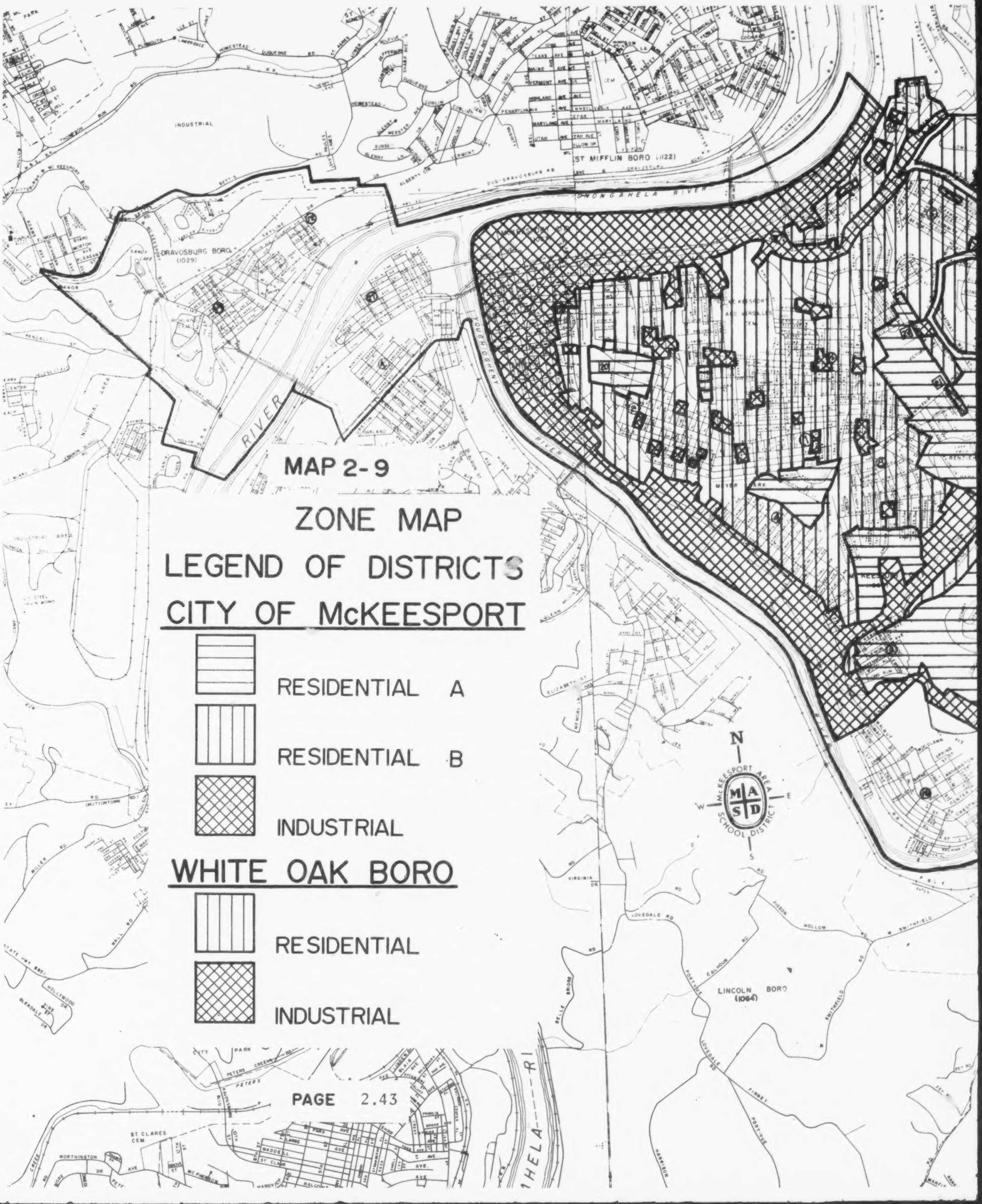
There are no zoning ordinances for the Boroughs of Versailles and Dravosburg and for South Versailles Township. (see Map M2-9 page 2.43)

TABLE 2-6

Housing Occupancy and Condition

	McKeesport	Dravosburg	South Versailles	Versailles	White Oak
Owner Occupied	7,943	774	100	754	2,277
Renter Occupied	6,503	300	32	259	392
Available	325	42	0	24	75
Other	192	10	3	4	41
All	14,963	1,126	135	741	2,785
Sound	11,980	993	72	624	2,616
Deteriorating	2,128	116	27	95	151
Dilapidated	855	17	36	22	18

Source: U.S. Census, 1960



INDUSTRIAL
DRAVOSBURG BORO (1029)
ST MIFFLIN BORO (1122)
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
RIVER
INDUSTRIAL AREA
MEYER PARK
LINCOLN BORO (1064)
LOVEDALE RD
PIERSON HOLLOW
SMITHFIELD
CITY PARK
ST CLARES CEM
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McKEESPORT AREA SCHOOL DISTRICT
M A S D

MAP 2-9

ZONE MAP
LEGEND OF DISTRICTS
CITY OF McKEESPORT

▤ RESIDENTIAL A

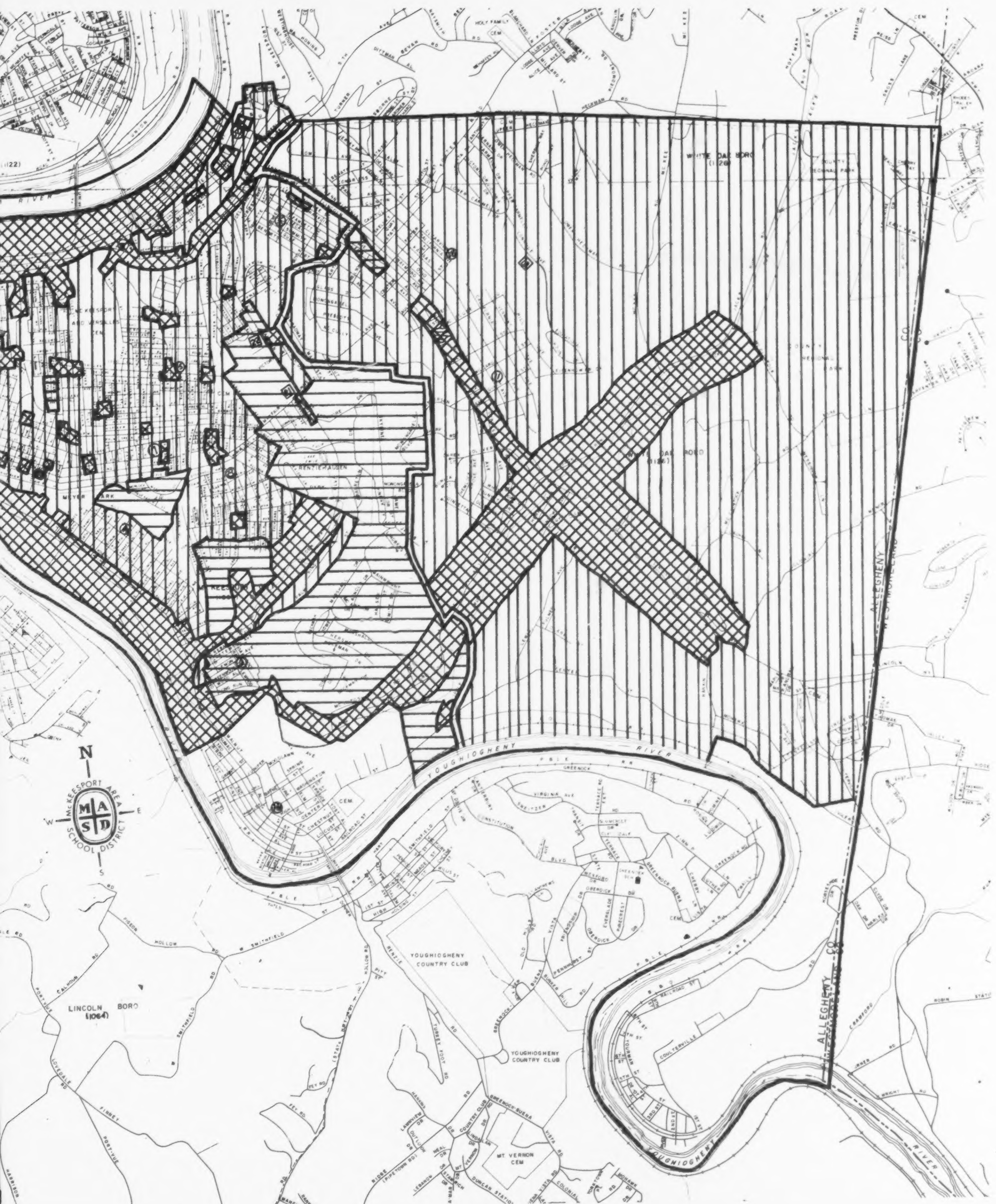
▥ RESIDENTIAL B

▦ INDUSTRIAL

WHITE OAK BORO

▥ RESIDENTIAL

▦ INDUSTRIAL


WHITE OAK BORO
(1126)
COUNTY REGIONAL PARK
HOLY FAMILY CEM
McKEESPORT AND VERSAILLES CEM
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MEYER PARK
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McKEESPORT AREA SCHOOL DISTRICT
M A S D
CEM
LINCOLN BORO
(1064)
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT. VERNON CEM
YOUGHIOGHENY

POPULATION

POPULATION TRENDS

The McKeesport Area School District has been experiencing and can look forward to mixed trends throughout the district because of the differing nature of the communities which comprise the district. Each of these brings to the district a varied experience.

The City of McKeesport has long since reached its peak of population. Growing from a small trading village of 2,500 persons in 1870 to a vigorous manufacturing community of 21,000 by 1890, it is obvious that McKeesport's major growth spurt occurred long ago. By 1940 the city had 55,400 citizens. From this date the census figures reveal a declining population. In 1950 there was 51,500 persons and by 1960 a further drop to 45,489. This decline continues but at a much reduced rate and projections indicate an essentially static community in the future. The McKeesport Master Plan reviews the city's trend of declining population with the statement:

> The reasons for the population drop are numerous. More stringent immigration laws reduced the flow of workers to industrial centers like McKeesport and the supply of vacant, developable land was largely used up. But, there were two predominant reasons, however. First, the economic base and job opportunities, both in the City and the rest of the Monongahela Valley, began to contract and people, especially the young, began to leave for other parts of the country. Second, many of the residents who were unaffected by the reduction in jobs simply moved to McKeesport's suburbs.
>
> The fact that the population losses were largely caused by an out-migration of young people is even more alarming than the overall population drop. A net, 5,800 persons between the ages of 20 and 44 left the City during the 1950's alone. As a result of this prevailing out-migration of young people, the age profile of the community changed radically from 1940 to 1960.

> In 1940 the age group 15 to 44 years comprised better than 51 percent. Conversely, the group of persons over 45 years of age increased from 26 percent to the total population in 1940 of better than 37 percent in 1960. Each year fewer persons are bound to McKeesport by tradition, family, or investments and increasingly the population in these productive and active age groups is leaving the City.*

White Oak Borough, second largest of the five communities of the McKeesport Area School District, has a population history almost opposite of McKeesport City. Essentially a suburban bedroom community, White Oak has experienced regular growth in each of the census periods including substantial in the post World War II era.

In 1920 White Oak had 2,241 persons, in 1930, 3,950; in 1950, 6,159; and in 1960, 9,047. This has been a regular growth of some 2,000 persons in the pre World War II period and 3,000 in the post war period, a pattern not unlike many other suburban areas. Projections indicate that this growth pattern should continue in a similar vein.

Dravosburg Borough has experienced a population history not unlike that of McKeesport City although of more recent origin. An older more mature community, its large growth is in the past. In 1960, the borough listed 3,458 persons, a drop from the 1950 census of 3,786 persons. Projections indicate a further drop in the population of this community.

Versailles Borough has been a static community for the past three decades. The 1940 population was listed at 2,401 while the 1960 census was 2,297 persons. Current population is estimated to be similar and future population estimates contain only moderate growth potential.

---

*McKeesport Master Plan, Pittsburgh Regional Planning Association, 1964.

The smallest of the communities which make up the McKeesport Area School District is South Versailles Township. It too has a static population. Comprising only about 1/2 percent of the total school district population the small borough had a 1960 populate of 517 persons. This small area is in many ways, economic, social, as well as geographically out of the main stream of the activities of the McKeesport area and it exerts limited influence on its much larger neighbors. The future holds some promise for growth in South Versailles Township because of the availability of relatively inexpensive housing sites, but this should account for only a small regular growth. Only major changes in economic development will change this picture.

Overall, the McKeesport Area School District population has been relatively static although it is experiencing internal mobility.

This essentially static condition is shown clearly in Table 2-7 and the shifting of the population is shown in Table 2-8.

TABLE 2-7

Comparison of Population Change - United States, Pennsylvania, Allegheny County, McKeesport Area School District

	1930	1940	1950	1960
*United States	122,775	133,669	150,697	177,733
*Pennsylvania	9,631	9,990	10,498	11,319
Allegheny County	1,374,310	1,411,539	1,515,237	1,628,587
McKeesport Area School District	63,798	65,637	64,301	60,808

*Population in thousands
Source: U.S. Census 1960

Table 2-8 is particularly useful in that it reveals the change and percentage of change in the population by census tracts. Census tracts are used as a unit of enumeration for the McKeesport Area School District because they aid in revealing the internal population shifts that are very important to this School District and are hidden in the total report for the municipality. A map of the census tracts for the McKeesport Area School District is provided on page 2.67. As can be noted in Table 2-8, while the total net change of population is small, a considerable internal shift is clear.

TABLE 2-8

Change and Percentage Change in Population By Census Tract 1940 to 1950 and 1950 to 1960

	1940 to 1950		1950 to 1960	
Census Tracts	Percent	Number of People	Percent	Number of People
VSB - 225	3.45	83	- 7.52	187
DRS - 179	66.27	1,509	- 8.66	- 328
WOB - 227	17.83	932	46.89	2,888
SVT - 226	9.79	33	39.72	147
MKC - 207	- 17.34	- 303	- 17.65	- 255
208	- 12.66	- 321	- 21.50	- 476
209	- 12.17	- 768	- 58.81	- 3,259
210	14.82	435	- 24.25	- 817
211	- 8.73	- 485	- 38.59	- 1,955
212	- 15.17	- 346	6.67	129
213	- 13.97	- 754	- 16.26	- 755
214	84.03	1,726	12.06	456
215	- 11.03	- 282	- 14.73	- 355
216	3.98	81	- 0.56	- 12
218 219 220	- 4.69	- 364	0.27	20
221	- 4.83	- 196	- 2.66	- 103
222 223 224 217	13.69	1,146	- 2.20	- 210

POPULATION CHARACTERISTICS

The School Planner is interested in a number of variables regarding the composition of the school districts' population. Included in this variable are age-sex composition, and certain census factors including numbers of households and numbers of persons per household. All are necessary to a complete and adequate description of the school districts' population. Table 2-9, page 2.49 reveals the age-sex composition of all the municipalities that comprise the McKeesport Area School District. The most significant item to be noted is the older age of McKeesport area's population. Three of the five communities have median ages in excess of the 31.7 median age for men and 32.5 median age for females for the total Standard Metropolitan Statical Area (SMSA) of which the McKeesport Area School District is a part. Other evidence of this age factor is revealed in the comparison of McKeesport Area School District's 11 percent of total population over 65 with Allegheny County which has a 9.6 percent of total population over 65. This generally older population is commonly found in more mature communities and is of course a major contributing factor in maintaining a relatively static population.

TABLE 2-9

Age-Sex Composition by Municipalities

McKeesport Area School District

Age in Years	McKeesport		Dravosburg		South Versailles		Versailles		White Oak		M.A.S.D.	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 5	2,052	2,004	205	190	39	33	110	101	439	404	2,845	2,732
5 - 9	1,999	1,878	166	168	42	38	95	105	496	444	2,798	2,633
10 - 14	1,936	1,940	139	119	24	22	106	94	470	429	2,735	2,604
15 - 19	1,561	1,587	97	113	22	19	67	74	297	290	2,044	2,083
20 - 24	1,018	1,259	97	125	16	12	57	68	145	182	1,333	1,646
25 - 29	1,092	1,177	110	127	13	16	73	87	181	228	1,469	1,635
30 - 34	1,328	1,465	128	105	14	21	78	67	299	351	1,847	2,009
35 - 39	1,476	1,633	113	122	21	14	64	88	365	389	2,039	2,246
40 - 44	1,530	1,780	109	147	14	14	79	80	415	420	2,147	2,441
45 - 49	1,621	1,719	135	121	9	19	75	93	370	355	2,210	2,307
50 - 54	1,402	1,497	112	99	13	10	71	70	258	287	1,856	1,963
55 - 59	1,337	1,319	107	107	21	8	57	50	268	240	1,790	1,724
60 - 64	1,184	1,257	85	67	6	6	51	55	174	154	1,500	1,539
65 - 69	1,022	1,087	44	55	8	6	51	60	136	158	1,261	1,357
70 - 74	812	852	35	35	5	5	52	36	94	101	998	1,029
75 - 79	499	522	21	20	4	-	31	18	56	63	611	623
80 - 84	203	235	8	16	1	-	8	18	30	28	250	297
85 & up	90	116	3	8	2	-	1	7	14	17	110	148
TOTAL	22,162	23,327	1,714	1,744	274	243	1,126	1,171	4,507	4,540		
Median Age	35.3	36.1	31.7	31.4	23.1	24.0	33.5	34.2	33.8	34.2		

Source: U.S. Census 1960

Other population characteristics of particular interest to the school planner are presented in Tables 2-10, 2-11, and 2-12, Years of School Completed by Persons 25 Years Old or Older, Family Income, and Employment Status by Occupation. All of these provide some indication of communities' educational requirements, and to some degree its ability to support education. It should be noted, however, that care should be taken in arriving at conclusions from a single population factor as accurate conclusions are arrived at only after the inter-relationship of a number of factors are considered.

TABLE 2-10

Years of School Completed,

Persons 25 Years and Over

	McKeesport	White Oak	S.Versailles	Versailles	Dravosburg
Population - 25 years and older	28,191	5,445	250	1,418	2,039
No Schooling	898	62	4	37	16
Elementary 1-4	1,772	164	4	74	48
5-7	5,068	596	42	244	304
8	6,161	895	61	410	430
High School 1-3	5,444	927	71	245	455
4	6,466	1,813	52	351	616
College 1-3	1,393	489	11	42	100
4	989	499	5	15	70
Median School Years Completed	9.1	12.0	9.6	8.9	10.5

Median for Pennsylvania is 10.2 grades completed.

Source: 1960 Census

TABLE 2-11

Family Income

Income	McKeesport	Dravosburg	S.Versailles	Versailles	White Oak
Under $1,000	461	17	--	9	53
$1,000 - $1,999	854	12	8	24	54
$2,000 - $2,999	1,050	23	--	80	89
$3,000 - $3,999	1,293	51	26	45	155
$4,000 - $4,999	1,736	40	28	125	269
$5,000 - $5,999	2,022	87	17	113	300
$6,000 - $6,999	1,366	90	16	42	269
$7,000 - $7,999	876	121	8	56	247
$8,000 - $8,999	674	54	7	29	214
$9,000 - $9,999	478	71	4	20	166
$10,000 - $14,999	935	153	--	55	428
$15,000 - $19,999	234	27	3	16	160
$20,000 - $24,999	58	4	--	--	64
$25,000 & over					
TOTAL Families	12,039	750	117	614	2,478
Median	$5,455	$7,455	NR	$5,212	$7,162

Source: 1960 Census

TABLE 2-12

Labor Force Characteristics of the Population 1960

Employment Status by Occupation

Occupation	McKeesport		White Oak		Dravosburg		S.Versailles		Versailles	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Professional-Tech.	744	710	372	132	99	53	--	4	17	23
Managers, Prop.	658	136	282	32	80	16	8	5	42	13
Clerical	925	1,464	141	309	86	132	8	3	64	89
Sales Workers	475	703	190	92	44	80	4	4	15	20
Craftsmen-Foremen	2,553	33	661	8	279	12	31	--	199	4
Operators	2,654	336	475	17	197	11	20	--	160	21
Pvt. Household Workers	--	207	--	38	--	12	--	4	--	8
Service Workers	734	822	85	50	51	43	--	5	34	61
Laborer	1,568	27	185	8	82	--	25	--	57	--
Not Reported	225	243	104	20	12	4	4	--	18	13
TOTALS	10,857	4,681	2,495	706	930	363	100	25	606	252
Civilian Labor Forces	12,140	4,978	2,996	765	1,008	387	116	25	639	265

Source: 1960 Census

A good example of a factor that should be considered in the framework of the population description is provided by Table 2-13 and Table 2-14, Follow-up of Graduates, and Dropouts. The actual activities of the school districts' past students are revealed and when used in conjunction with the population description can be a valuable tool in working towards school curriculum improvement. To use this in isolation, however, is to take grave risks.

TABLE 2-13

Follow-up of Graduates

	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968
No. of Graduates			649	544	565	787	729	675	624	602
College			263	213	226	281	289	319	178	101
Community College			-	-	-	-	-	35	126	134
Jr. College			-	-	-	72	65	43	12	8
Voc/Tech School			25	18	21	51	42	38	44	26
Nursing			34	39	37	35	34	30	21	23
Business School			31	26	17	45	36	4	15	0
Other Schools			6	11	-	14	18	5	0	0
Post Graduate			8	1	-	-	10	8	2	13
Armed Forces			50	18	18	23	9	16	26	30
Sales			26	12	15	28	30	20	38	65
Office Employment			51	45	50	60	49	45	83	5
Factory or Trades			10	8	18	49	43	41	28	2
Apprentice Trng.			-	-	-	45	-	0	1	0
Agriculture			-	-	-	-	-	0	0	0
Other Employment			10	-	15	32	38	17	0	0
At Home			109	-	69	-	42	-	-	-
All Others			26	124	41	73	24	54	60	63

TABLE 2-14

Dropouts

Year	Student Population Grades 7 - 12	No. of Dropouts Grades 7 - 12	Dropouts as % of Student Population
1959-1960		72	
1960-1961	2057	67	3.00%
1961-1962	2243	65	2.09%
1962-1963	2378	53	
1963-1964	2033	51	
1964-1965	2043	59	
1965-1966	1883	45	
1966-1967	1929	38	
1967-1968	1881	43	
1968-1969	1872	33	

Source: School Pupil Personnel Records, McKeesport Area School District

CHANGES IN POPULATION COMPOSITION

While the number of people in the McKeesport School District will increase by 1980, it is unlikely that their socio-economic characteristics will remain as they were in 1960. In those parts of McKeesport City where there has been considerable decline in population and in environmental quality, the real estate values will continue to drop and eventually there will be a new in-migration by homeowners and tenants who have limited residential options. In the aggregate these new residents will be poorer, older, and black. The end result might be that the same level of services will be demanded but the ability of their beneficiaries to pay will be lower. The composition of the population will change between 1960 and 1980, as indicated in Table 2-15.

TABLE 2-15

Generalized Summary of Population Projection by Age Group For McKeesport Area School District 1960, 1970 and 1980

Generalized Age Groups	1960	%	1970	%	1980	%
0- 4	5,577	9.1	6,233	9.8	7,227	10.9
5-19	14,837	24.3	15,752	25.0	17,304	26.3
20-30	6,083	10.1	9,489	15.0	9,750	14.8
30-64	27,618	45.4	23,811	37.7	23,003	34.8
65+	6,693	11.1	7,886	12.5	8,704	13.2
TOTAL	60,808	100.0	63,171	100.0	65,988	100.0

In 1960, 5.9 percent of the population in the School District was black, in 1980 the percent black will increase to 11.3 percent. Of the school age persons, 7.9 percent were black in 1960, this percentage is expected to increase 13.7 percent in 1980. Of these school age persons more of the whites will be attending parochial and private schools thus increasing the percentage of black students in public schools.

POPULATION SHIFTS

While the age profile of the population and the aggregate growth of the school age population represent the basis for much of the school district's financial and curriculum planning, the residential shifts of the population are essential for planning the location of new educational facilities and/or improvements to existing facilities.

The U.S. Census Tract is the smallest real unit for which comparable and reliable population data are readily available for the past three decades. (Pre-1940 data are not analyzed because significant alterations in these trends have occurred since World War II. These changes would not be a sound foundation on which to base a projection of the future shifts in population.)

An analysis of the trends (Tables 2-18 and 2-19 and Maps M2-10 and M2-11) in population change and racial imbalance (Maps M2-13 through M2-15) since 1940 is provided. Without assurance that these trends will be altered, a trend projection has been conducted to estimate the number of residents by race in each census tract for 1980.

These projections are presented on Maps M2-13 and M2-17 and Table 2-21. Generally, the urban core of the McKeesport School District will decline and the proportion of non-whites will increase to very high levels particularly in census tracts 209, 210, and 211.

Considerable residential growth is projected to occur in census tracts WOB - 227, 214, 218, 219 and 220. Together these census tracts will increase by 9,041 people by 1980; this is an increase of 30.4 percent above their 1960 population. In contrast to these growth tracts are census tracts DRB - 179, 209, 211, 213, 215, and 216 which together will decline by 7,593 persons or 45.3 percent by 1980.

Thus the McKeesport School District must face the issue of providing adequate educational facilities to a group of communities in which there will be a moderate overall growth but within which there will be areas of sharp decline as well as sharp increase.

TABLE 2-16

1960-1980 Population by Race by Census Tract

Census Tracts	White	%	Black	%	Total	%
VSB - 225	564	25.10	82	149.0	646	28.0
DRB - 179	-926	-26.7	8	400.0	-918	-26.5
WOB - 227	3302	36.7	4	6.3	3306	36.5
SVT - 226	203	39.2	0	0.0	203	39.2
MKC - 207	-132	-11.2	8	72.7	-124	10.4
208	373	21.4	9	900.0	382	21.9
209	-2030	-99.9	-200	-79.6	-2230	-97.7
210	-796	-56.9	1205	104.3	409	16.0
211	-2142	-86.7	1181	183.9	-961	-30.8
212	-171	-8.7	266	255.7	95	4.6
213	-1376	-35.5	29	131.8	-1347	-34.6
214	3305	78.0	0	0.0	3305	78.0
215	-736	-37.9	0	0.0	-736	-37.9
216	-1404	-67.2	3	25.0	-1401	-66.6
218,219,220	2218	29.9	212	2355.0	2430	32.8
221	155	5.0	673	101.3	828	22.0
222,223,224,217	877	10.1	338	54.1	1215	13.0
TOTALS	1,289	2.2	3,819	105.6	5,108	8.3

TABLE 2-17

Population by Census Tract by Race

1940, 1950, 1960, 1980

Census Tracts	1940			1950			1960			1980		
	White	Black	% Black	White	Black	% Black	White	Black	% Black	White	Black	% Black
VSB - 225	2,322	79	3.29	2,426	58	2.33	2,242	55	2.39	2,811	137	4.64
DRB - 179	2,270	7	0.30	3,785	1	0.03	3,456	2	0.06	2,530	10	0.39
WOB - 227	5,170	57	1.09	6,112	47	0.76	8,984	63	0.70	12,286	67	0.54
SVT - 226	337	--	0.00	370	--	0.00	517	--	0.00	720	0	0.00
MKC - 207	1,744	3	0.17	1,438	6	0.42	1,178	11	0.93	1,046	19	1.78
208	2,534	--	0.00	2,210	3	0.14	1,737	--	0.00	2,110	10	0.47
209	5,801	508	8.05	4,994	547	9.87	2,031	251	11.00	0	51	100.00
210	2,458	476	16.22	2,613	756	22.44	1,397	1,155	45.26	601	2,360	79.70
211	4,819	732	13.19	4,208	858	16.94	2,469	642	20.64	327	1,823	84.79
212	2,278	2	0.09	1,929	5	0.26	1,959	104	5.04	1,788	370	17.14
213	5,348	49	0.91	4,570	73	1.57	3,866	22	0.57	2,490	51	2.00
214	2,054	--	0.00	3,778	2	0.05	4,236	--	0.00	7,541	0	0.00
215	2,552	4	0.16	2,273	1	0.04	1,939	--	0.00	1,203	0	0.00
216	2,032	--	0.00	2,113	--	0.00	2,089	12	0.57	685	15	2.14
218 219 220	7,746	5	0.06	7,384	3	0.04	7,398	9	0.12	9,616	221	2.24
221	3,918	136	3.35	3,689	169	4.38	3,091	664	17.68	3,246	1,337	29.17
222 223 224 217	8,117	248	2.96	9,250	261	2.74	8,677	624	6.71	9,554	962	9.14
TOTALS	62,200	2,306		63,142	2,730		57,266	3,614		58,555	7,433	
GRAND TOTAL	64,506			65,872			60,880			65,988		

MAP 2-10

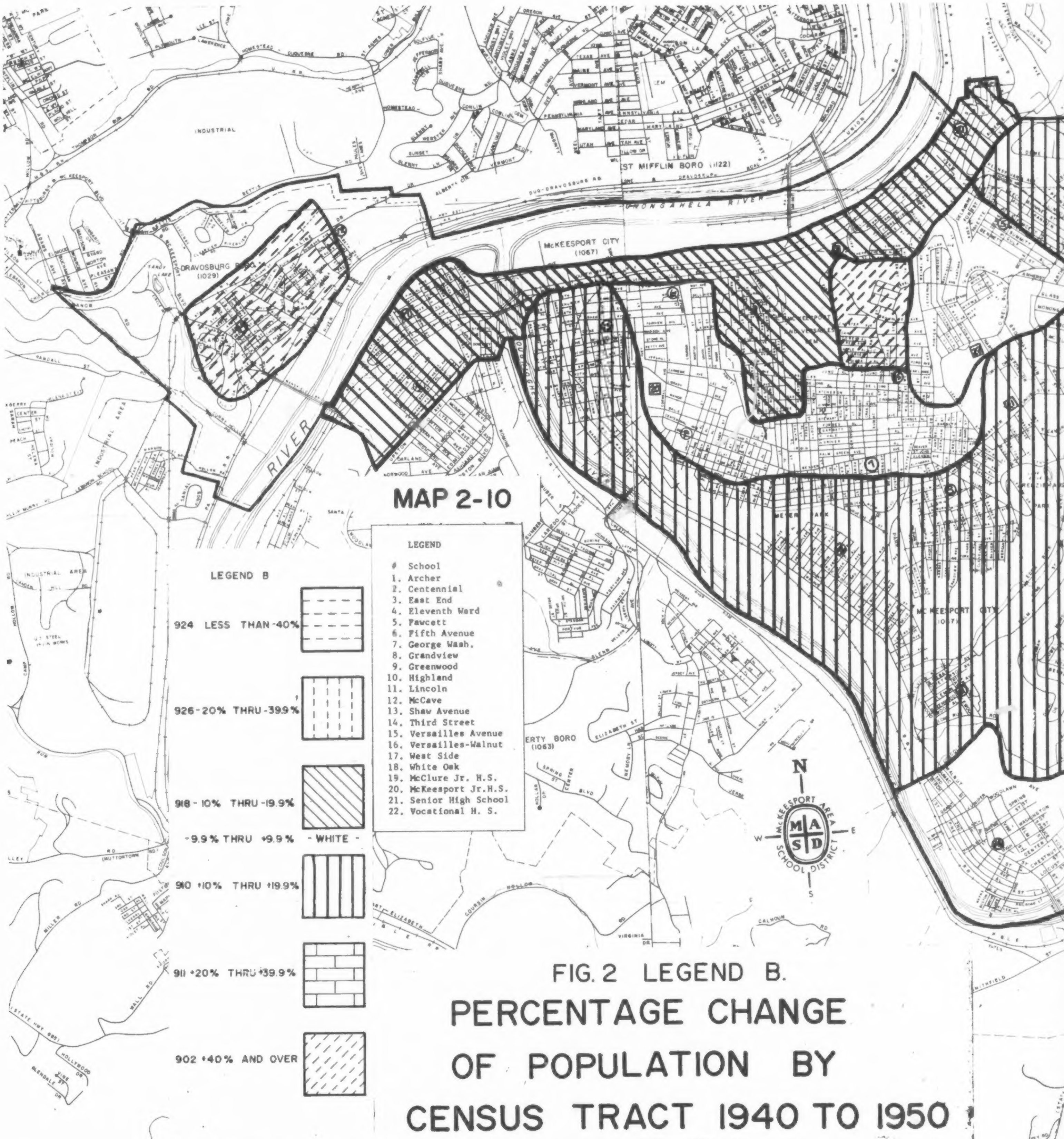
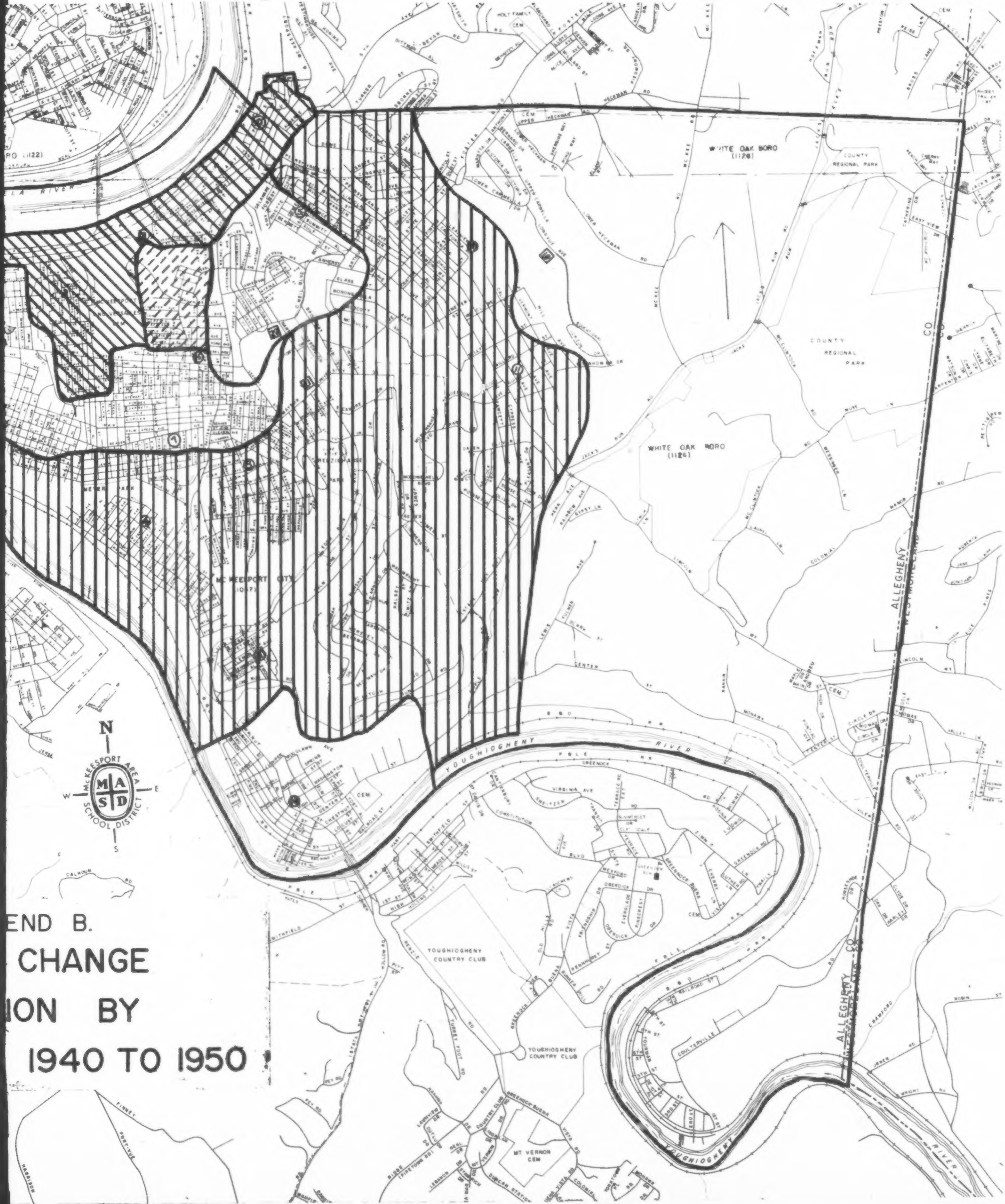

LEGEND B
924 LESS THAN -40%
926 -20% THRU -39.9%
918 -10% THRU -19.9%
-9.9% THRU +9.9% - WHITE -
910 +10% THRU +19.9%
911 +20% THRU +39.9%
902 +40% AND OVER
LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
N
S
E
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D
DRAVOSBURG BORO (1029)
McKEESPORT CITY (1067)
WEST MIFFLIN BORO (1122)
LIBERTY BORO (1063)
MONONGAHELA RIVER
RIVER
INDUSTRIAL
INDUSTRIAL AREA
U.S. STEEL
ST. CLARES CEM

FIG. 2 LEGEND B.

PERCENTAGE CHANGE OF POPULATION BY CENSUS TRACT 1940 TO 1950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COUNTY REGIONAL PARK
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
MC KEESPORT CITY (1017)
RENZIE PARK
YOUGHIOGHENY RIVER
ALLEGHENY CO
WESTMORELAND CO
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
N
S
E
W
M A S D
McKEESPORT AREA SCHOOL DISTRICT

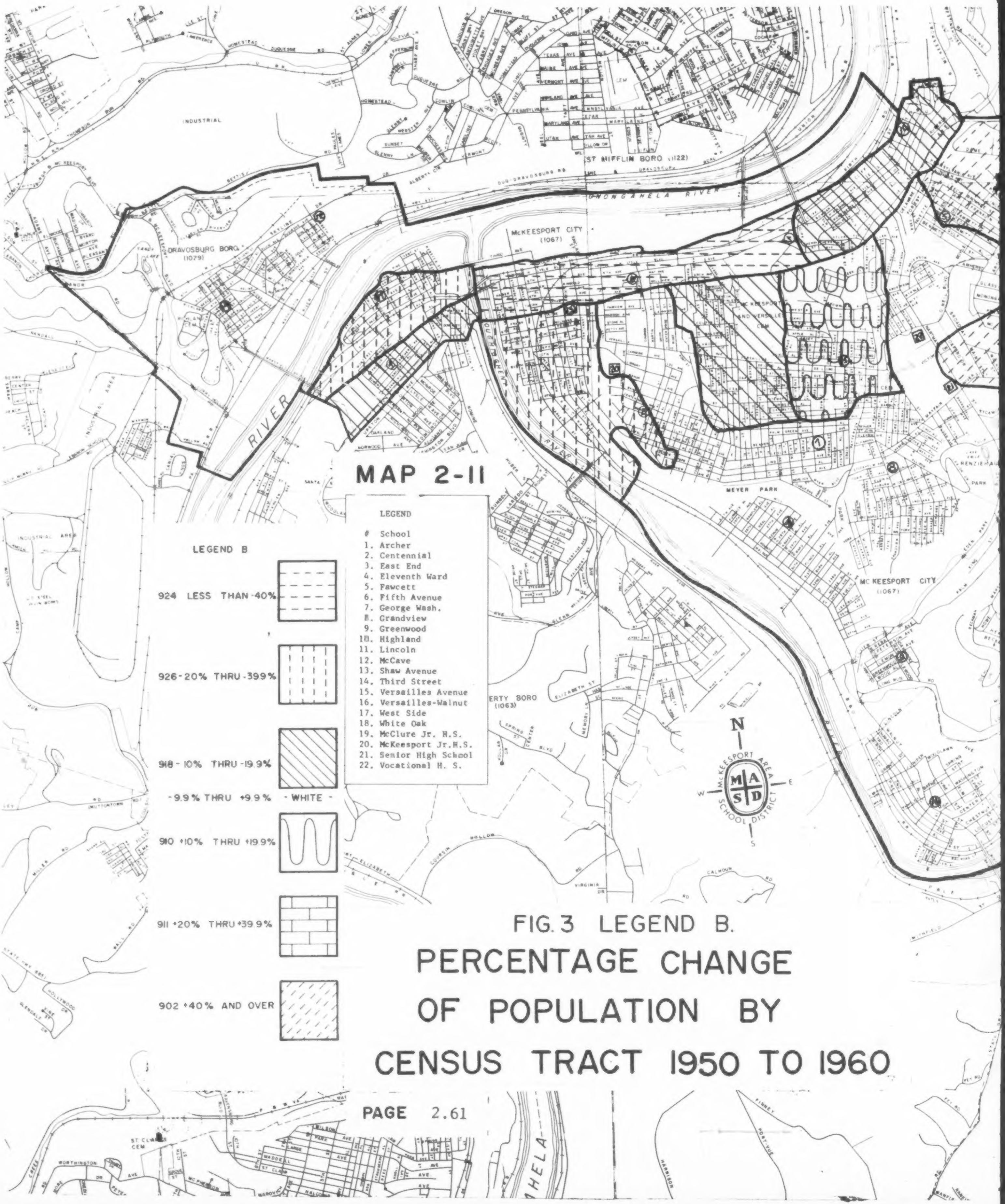
END B.

CHANGE

ION BY

1940 TO 1950

MAP 2-11


ST MIFFLIN BORO (1122)
MONONGAHELA RIVER
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
INDUSTRIAL
RIVER
MEYER PARK
McKEESPORT AND VERSAILLES CEM
McKEESPORT CITY (1067)
ERTY BORO (1063)
INDUSTRIAL AREA
N
E
S
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D

LEGEND

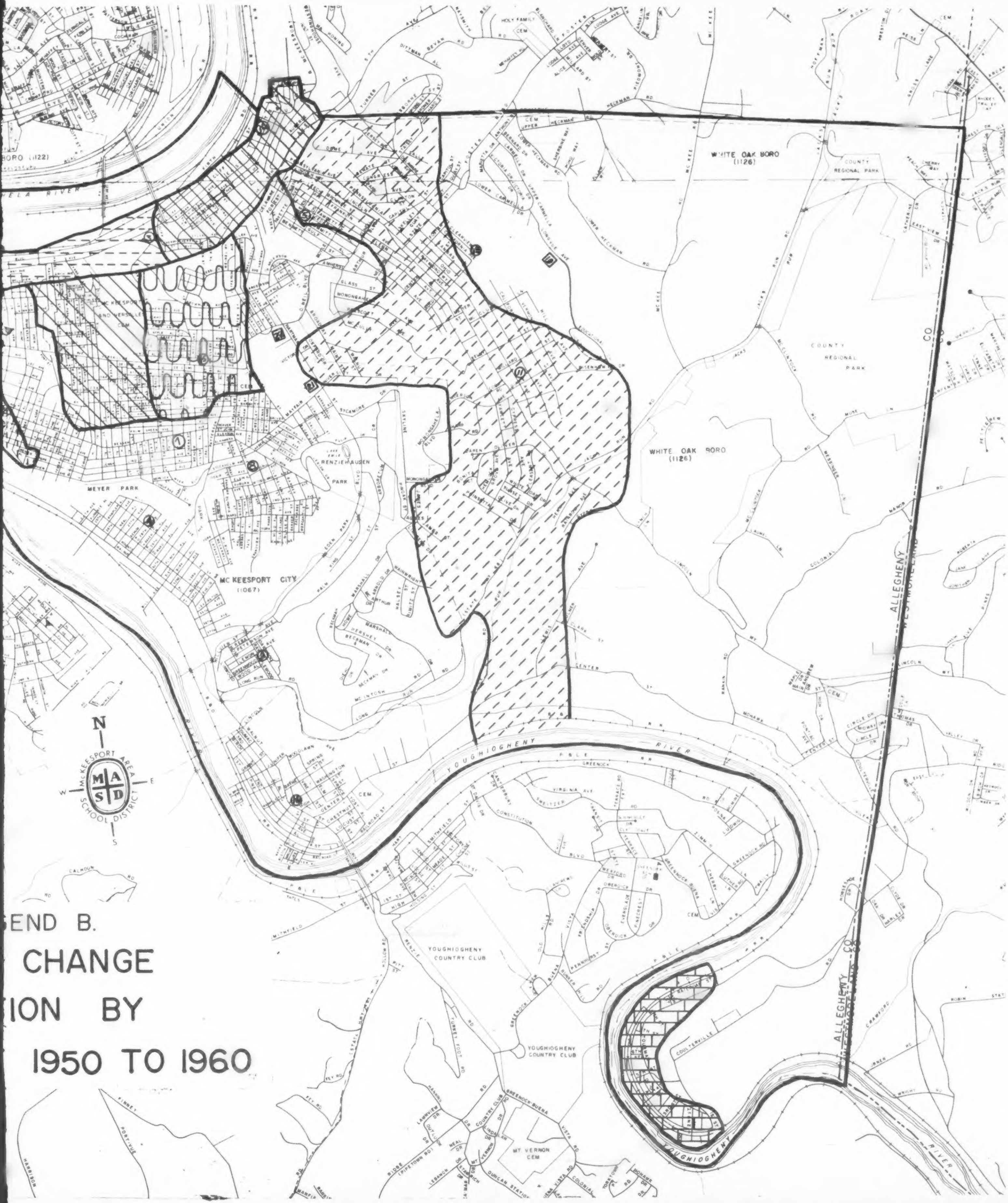
- # School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

LEGEND B

924 LESS THAN -40%	▤
926 -20% THRU -39.9%	▥
918 -10% THRU -19.9%	▨
-9.9% THRU +9.9%	- WHITE -
910 +10% THRU +19.9%	∩
911 +20% THRU +39.9%	▦
902 +40% AND OVER	▧

FIG. 3 LEGEND B.

PERCENTAGE CHANGE OF POPULATION BY CENSUS TRACT 1950 TO 1960



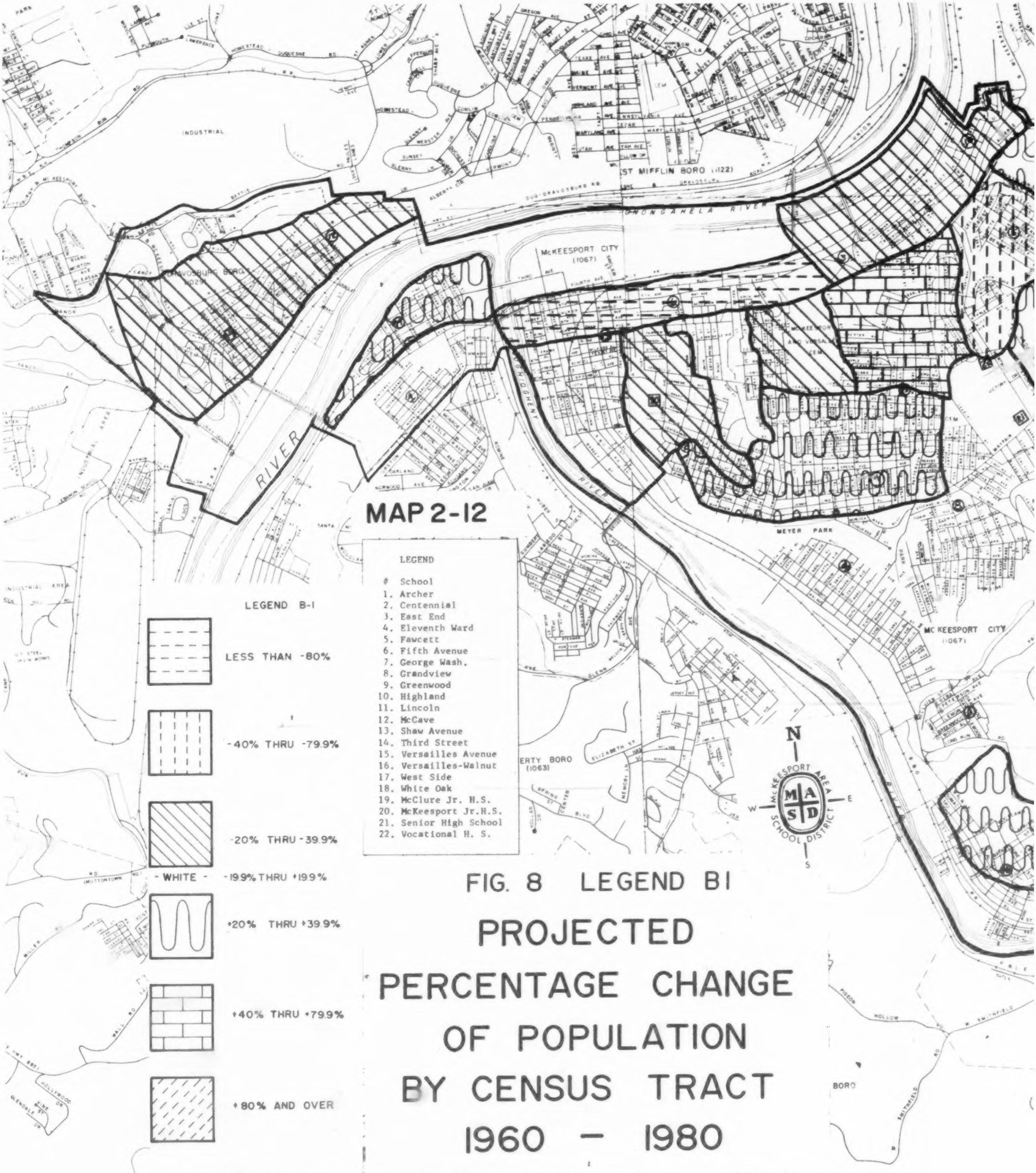
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
WHITE OAK BORO (1126)
MC KEESPORT CITY (1067)
MC KEESPORT AND VERSAILLES CEM
BORO (1122)
MEYER PARK
RENZIEHAUSEN PARK
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
ALLEGHENY CO.
WESTMORELAND CO.
N
S
E
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D

END B.

CHANGE

ION BY

1950 TO 1960


INDUSTRIAL
WEST MIFFLIN BORO (1122)
MONONGAHELA RIVER
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
YOUGHIOGHENY RIVER
McKEESPORT AND VERSAILLES CEM
MEYER PARK
INDUSTRIAL AREA
LIBERTY BORO (1063)
MUTTONTOWN
ST. CLARES CEM
BORO
N
S
E
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D

MAP 2-12

LEGEND

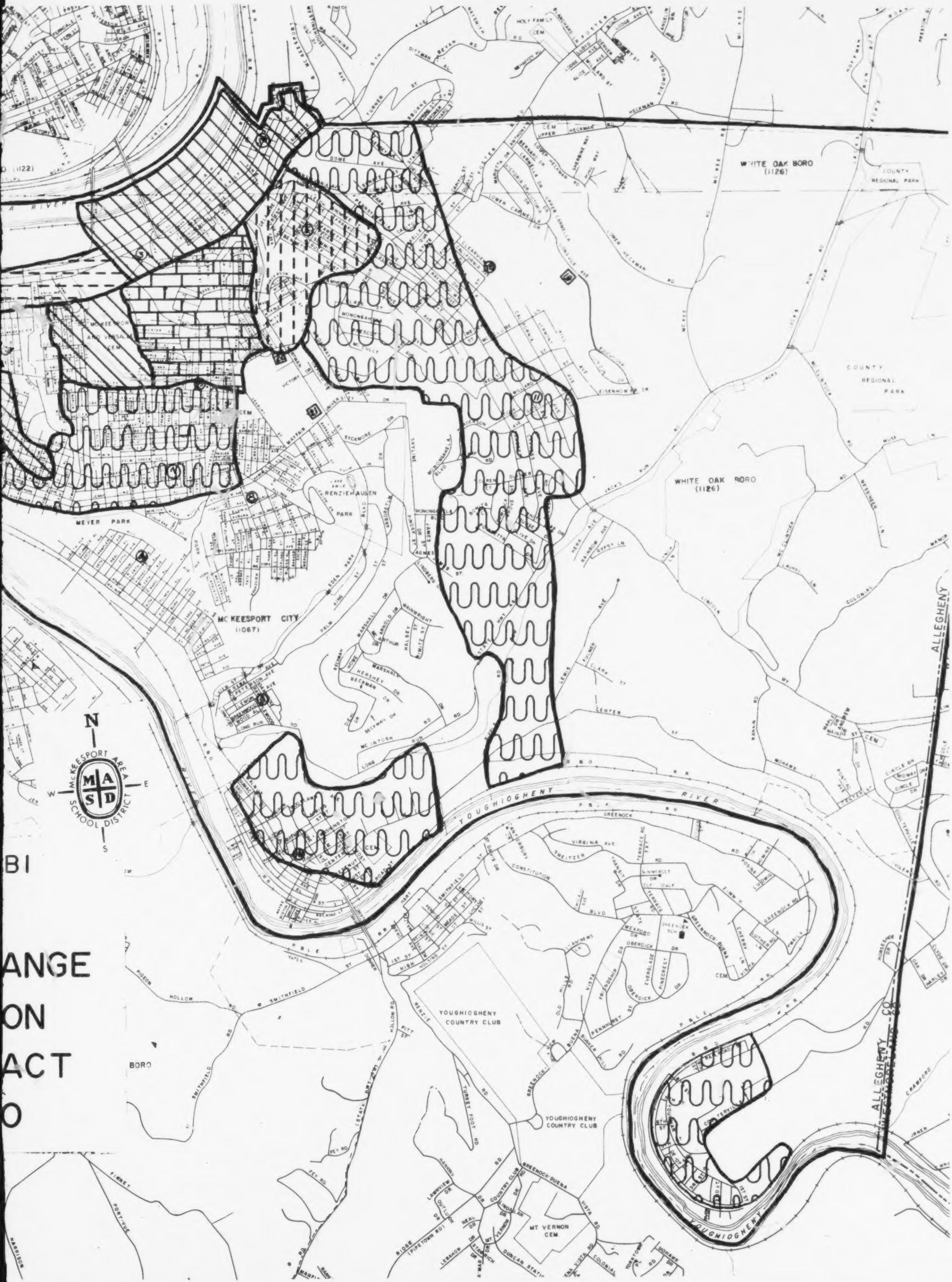
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

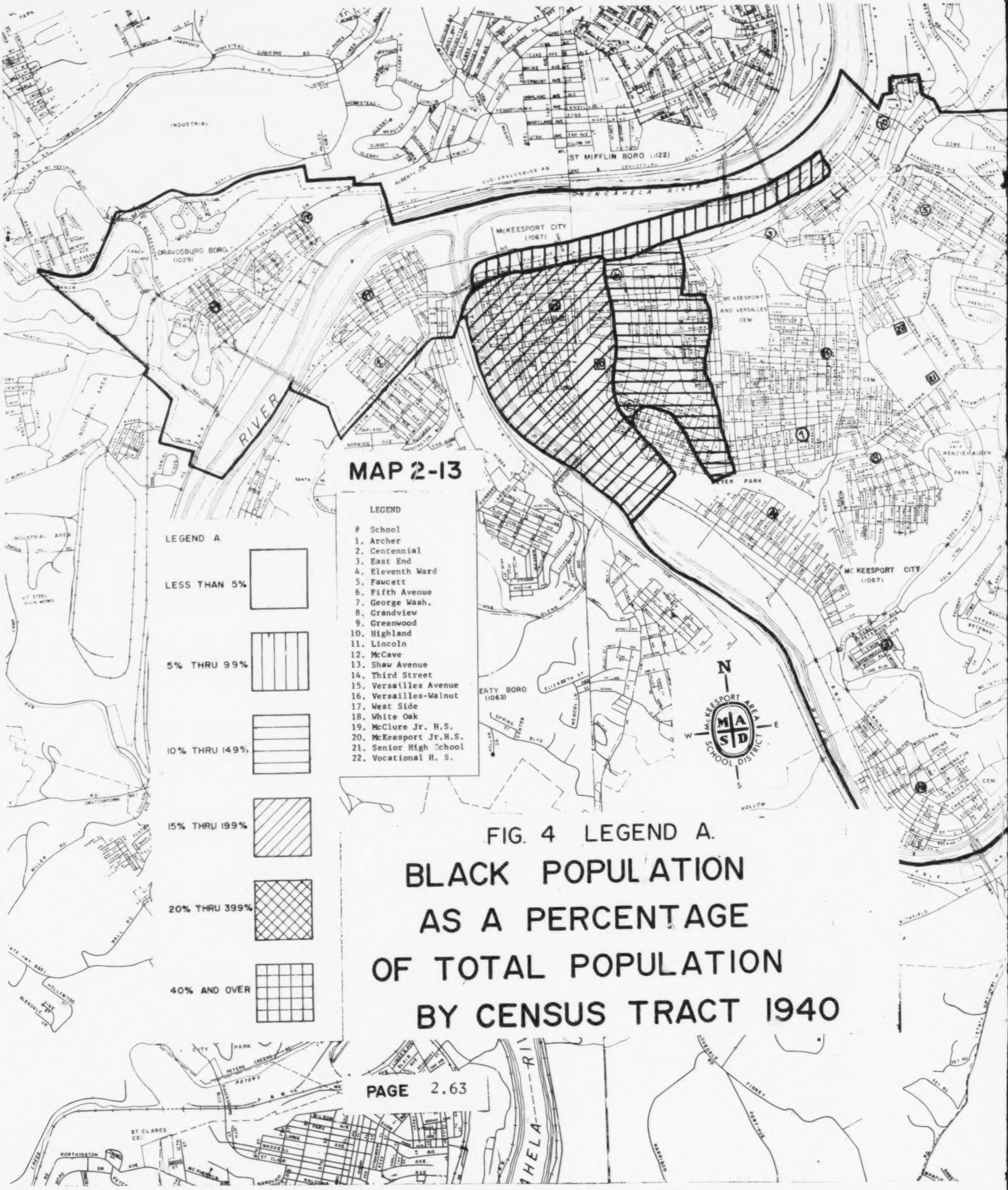
LEGEND B-I

- ▤ LESS THAN -80%
- ▥ -40% THRU -79.9%
- ▧ -20% THRU -39.9%
- WHITE - -19.9% THRU +19.9%
- ∩ +20% THRU +39.9%
- ▦ +40% THRU +79.9%
- ▨ +80% AND OVER

FIG. 8 LEGEND B1

PROJECTED PERCENTAGE CHANGE OF POPULATION BY CENSUS TRACT 1960 - 1980


BI
ANGE
ON
ACT
O
BORO
MCKEESPORT AREA SCHOOL DISTRICT
M A S D
N
S
E
W
MC KEESPORT CITY
(1067)
WHITE OAK BORO
(1126)
WHITE OAK BORO
(1126)
COUNTY REGIONAL PARK
COUNTY REGIONAL PARK
(1122)
MEYER PARK
RENZIEHAUSEN PARK
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
HOLY FAMILY CEM
UPPER HECKMAN CEM
LOWER HECKMAN
ALLEGHENY
ALLEGHENY CO
WESTMORELAND CO
YOUGHIOGHENY
LINCOLN
CONSTITUTION
GREENOCK
VIRGINIA AVE
SKYLINE
JACKS RUN RD
EISENHOWER DR
PIGEON HOLLOW
W SMITHFIELD
CRAWFORD


INDUSTRIAL
WEST MIFFLIN BORO (1122)
MONONGAHELA RIVER
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
RIVER
McKEESPORT AND VERSAILLES CEM
INDUSTRIAL AREA
RENZIEHAUSEN PARK
LIBERTY BORO (1063)
McKEESPORT CITY (1067)
McKEESPORT AREA SCHOOL DISTRICT
M A S D
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S
W
MONONGAHELA RIVER

MAP 2-13

LEGEND

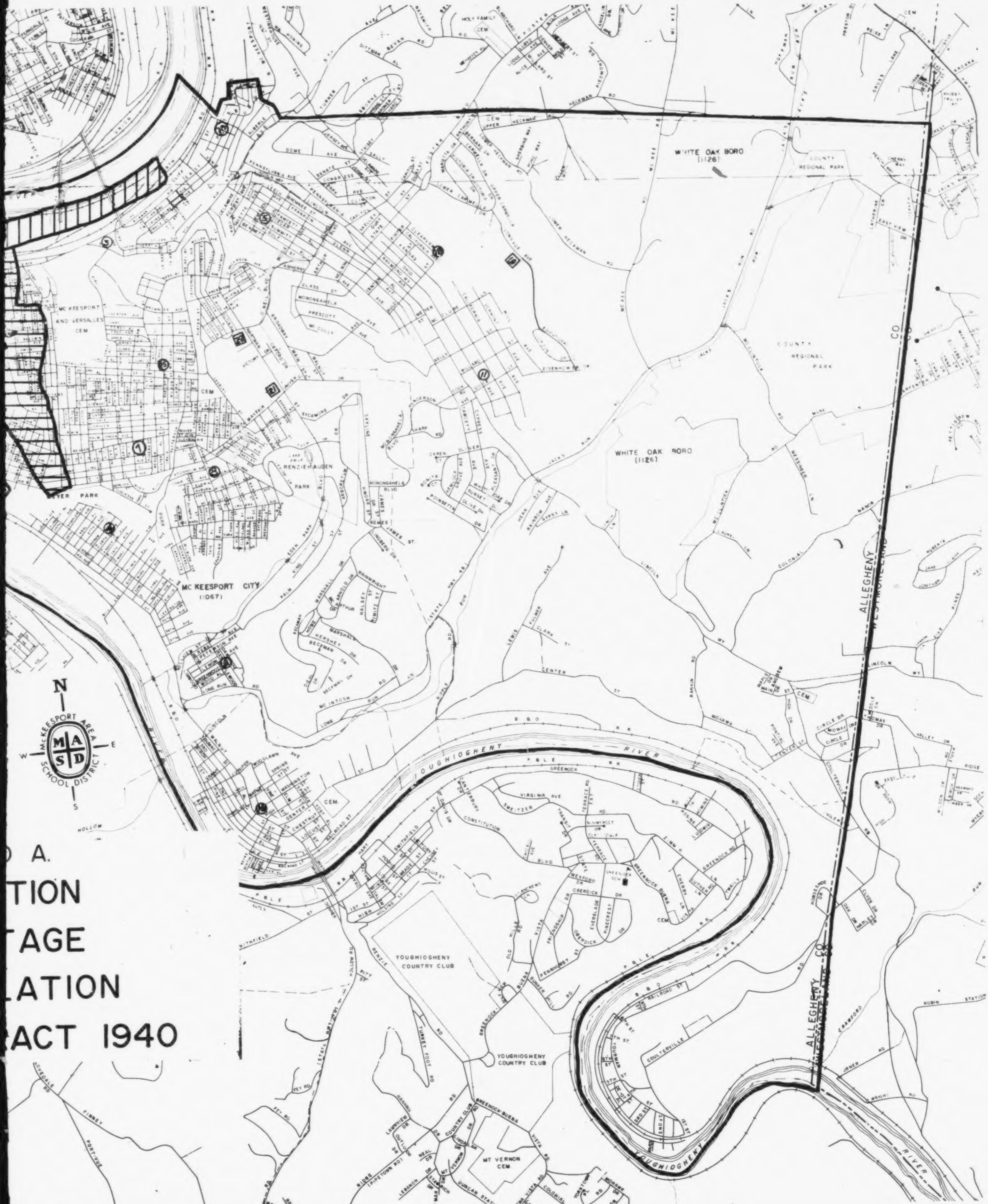
- ⊕ School
- 1. Archer
- 2. Centennial
- 3. East End
- 4. Eleventh Ward
- 5. Fawcett
- 6. Fifth Avenue
- 7. George Wash.
- 8. Grandview
- 9. Greenwood
- 10. Highland
- 11. Lincoln
- 12. McCave
- 13. Shaw Avenue
- 14. Third Street
- 15. Versailles Avenue
- 16. Versailles-Walnut
- 17. West Side
- 18. White Oak
- 19. McClure Jr. H.S.
- 20. McKeesport Jr.H.S.
- 21. Senior High School
- 22. Vocational H. S.

LEGEND A

LESS THAN 5%	☐
5% THRU 9.9%	▥
10% THRU 14.9%	▤
15% THRU 19.9%	▨
20% THRU 39.9%	▩
40% AND OVER	▦

FIG. 4 LEGEND A.

BLACK POPULATION
AS A PERCENTAGE
OF TOTAL POPULATION
BY CENSUS TRACT 1940



WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
MC KEESPORT AND VERSALLES CEM
RENZIEHAUSEN PARK
MC KEESPORT CITY (1067)
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
ALLEGHENY CO
WESTMORELAND CO
ALLEGHENY CO
WESTMORELAND CO
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McKEESPORT AREA SCHOOL DISTRICT
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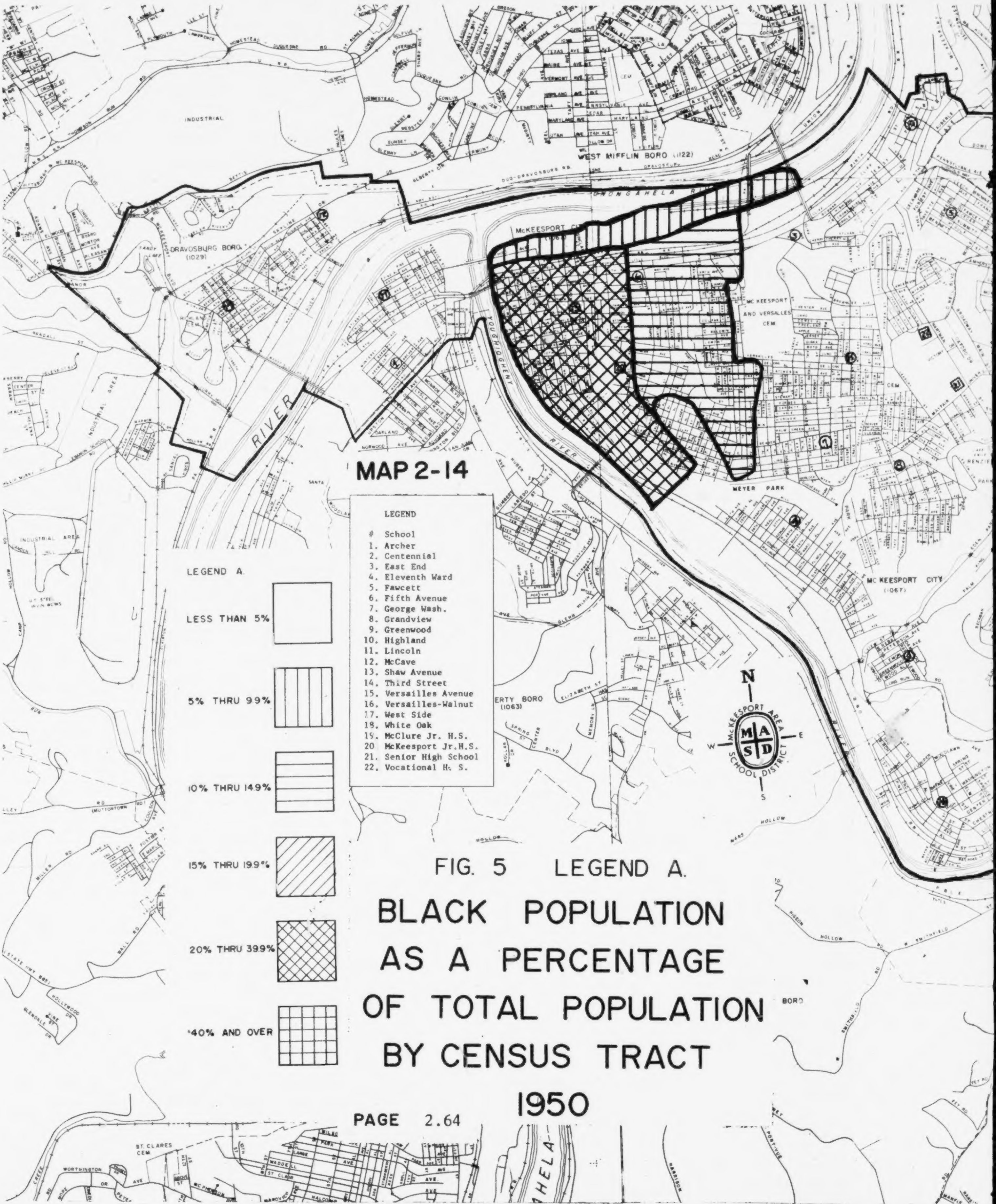
MAP 2-14


WEST MIFFLIN BORO (1122)
McKEESPORT CITY (1066)
DRAVOSBURG BORO (1029)
McKEESPORT CITY (1067)
LIBERTY BORO (1063)
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
INDUSTRIAL
INDUSTRIAL AREA
McKEESPORT AND VERSAILLES CEM
MEYER PARK
ST. CLARES CEM
McKEESPORT AREA SCHOOL DISTRICT
M A S D
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LEGEND

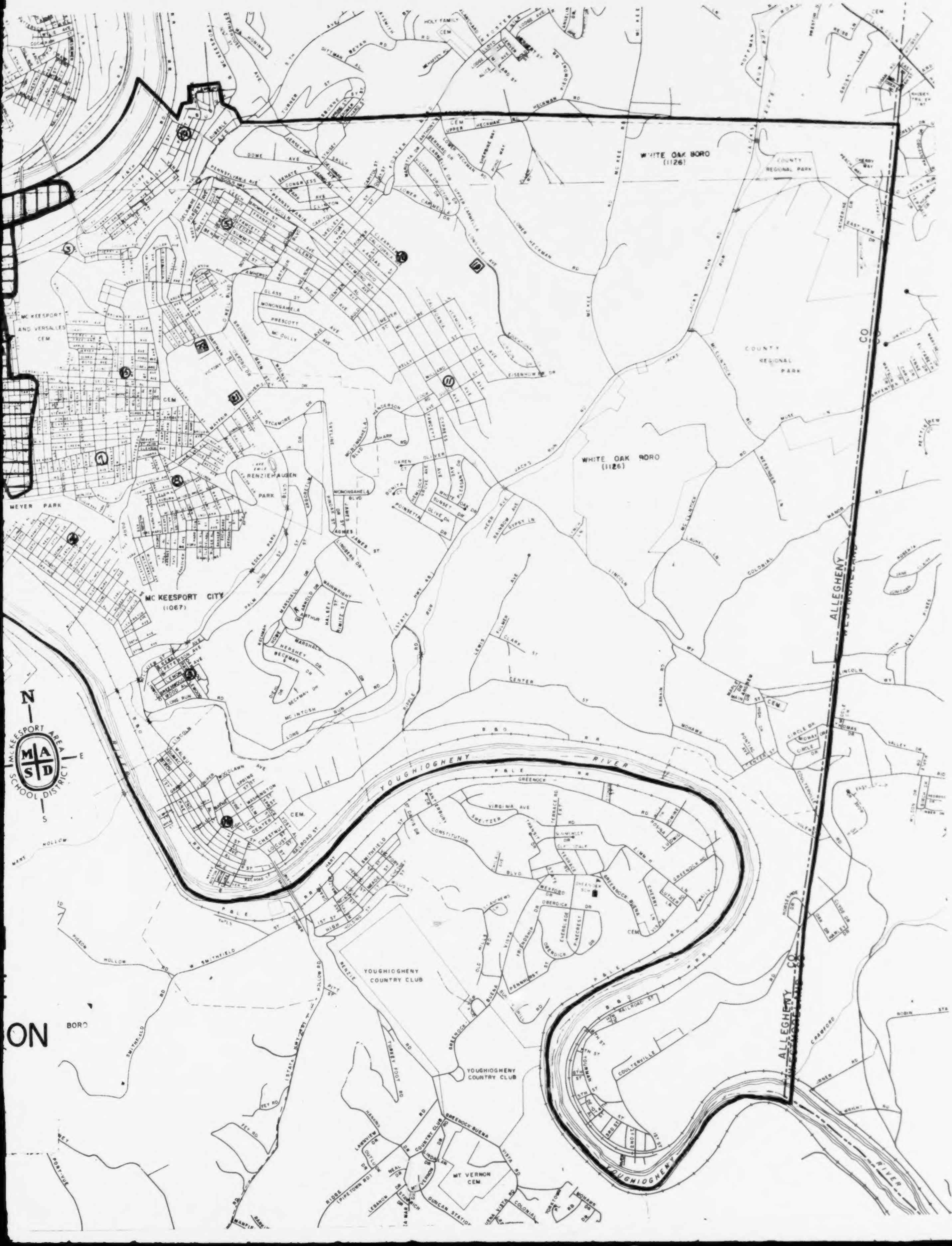
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

LEGEND A.

LESS THAN 5%	□
5% THRU 9.9%	▥
10% THRU 14.9%	▤
15% THRU 19.9%	▨
20% THRU 39.9%	▩
40% AND OVER	▦

FIG. 5 LEGEND A.

BLACK POPULATION AS A PERCENTAGE OF TOTAL POPULATION BY CENSUS TRACT 1950


WHITE OAK BORO
(1126)
COUNTY
REGIONAL PARK
COUNTY
REGIONAL
PARK
WHITE OAK BORO
(1126)
MC KEESPORT
AND VERSAILLES
CEM
RENZIEHAUSEN
PARK
MEYER PARK
MC KEESPORT CITY
(1067)
HOLY FAMILY
CEM
YOUGHIOGHENY RIVER
YOUGHIOGHENY
RIVER
YOUGHIOGHENY
COUNTRY CLUB
YOUGHIOGHENY
COUNTRY CLUB
MT VERNON
CEM
ALLEGHENY
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WESTMORELAND
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SCHOOL DISTRICT
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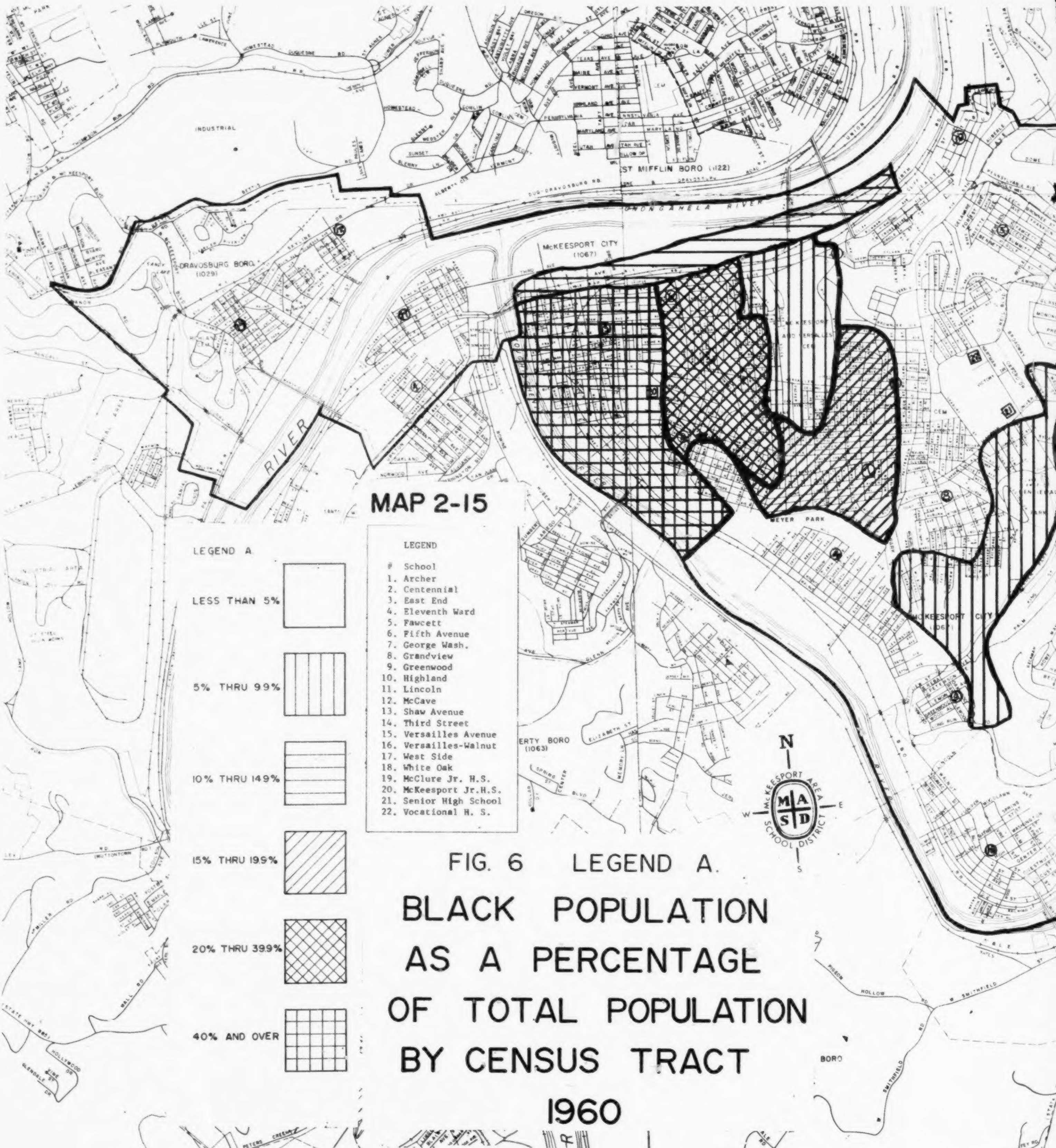
MAP 2-15



DRAVOSBURG BORO (1029)
McKEESPORT CITY (1067)
MONONGAHELA RIVER
RIVER
ST MIFFLIN BORO (1122)
INDUSTRIAL
McKEESPORT AND VERSAILLES CEM
MEYER PARK
McKEESPORT CITY (1067)
ERTY BORO (1063)
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INDUSTRIAL AREA
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McKEESPORT AREA SCHOOL DISTRICT
M A S D
BORO

LEGEND A

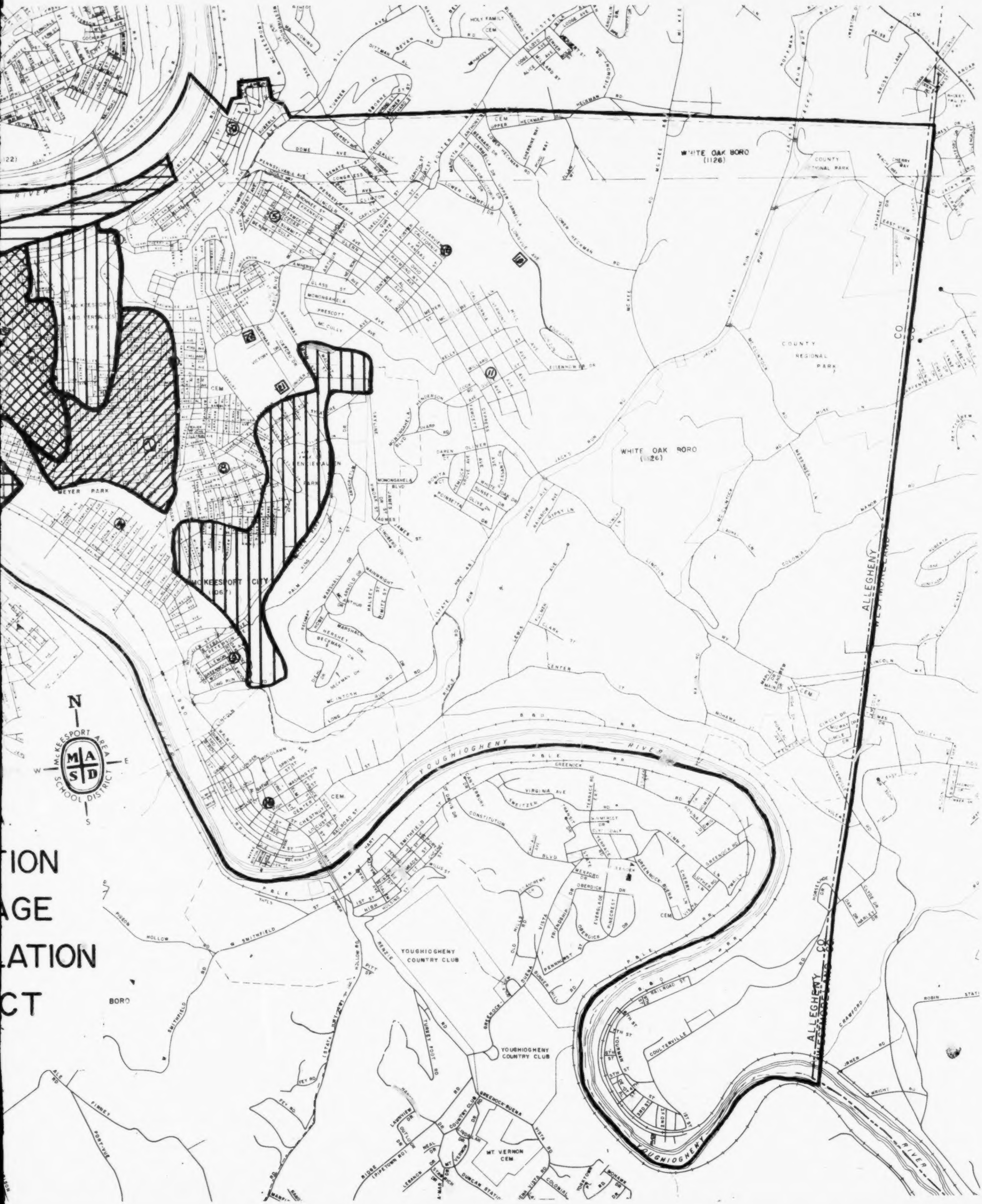
□	LESS THAN 5%
▥	5% THRU 9.9%
▤	10% THRU 14.9%
▨	15% THRU 19.9%
▩	20% THRU 39.9%
▦	40% AND OVER

LEGEND

# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

FIG. 6 LEGEND A.

BLACK POPULATION AS A PERCENTAGE OF TOTAL POPULATION BY CENSUS TRACT 1960



WHITE OAK BORO
(1126)
COUNTY REGIONAL PARK
WHITE OAK BORO
(1126)
McKEESPORT CITY
(1067)
McKEESPORT AND VERSAILLES CEM
MEYER PARK
CEM
HOLY FAMILY CEM
UPPER CEM
YOUGHIOGHENY RIVER
RIVER
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
COULTERVILLE
ALLEGHENY CO
WESTMORELAND CO
ALLEGHENY CO
WESTMORELAND CO
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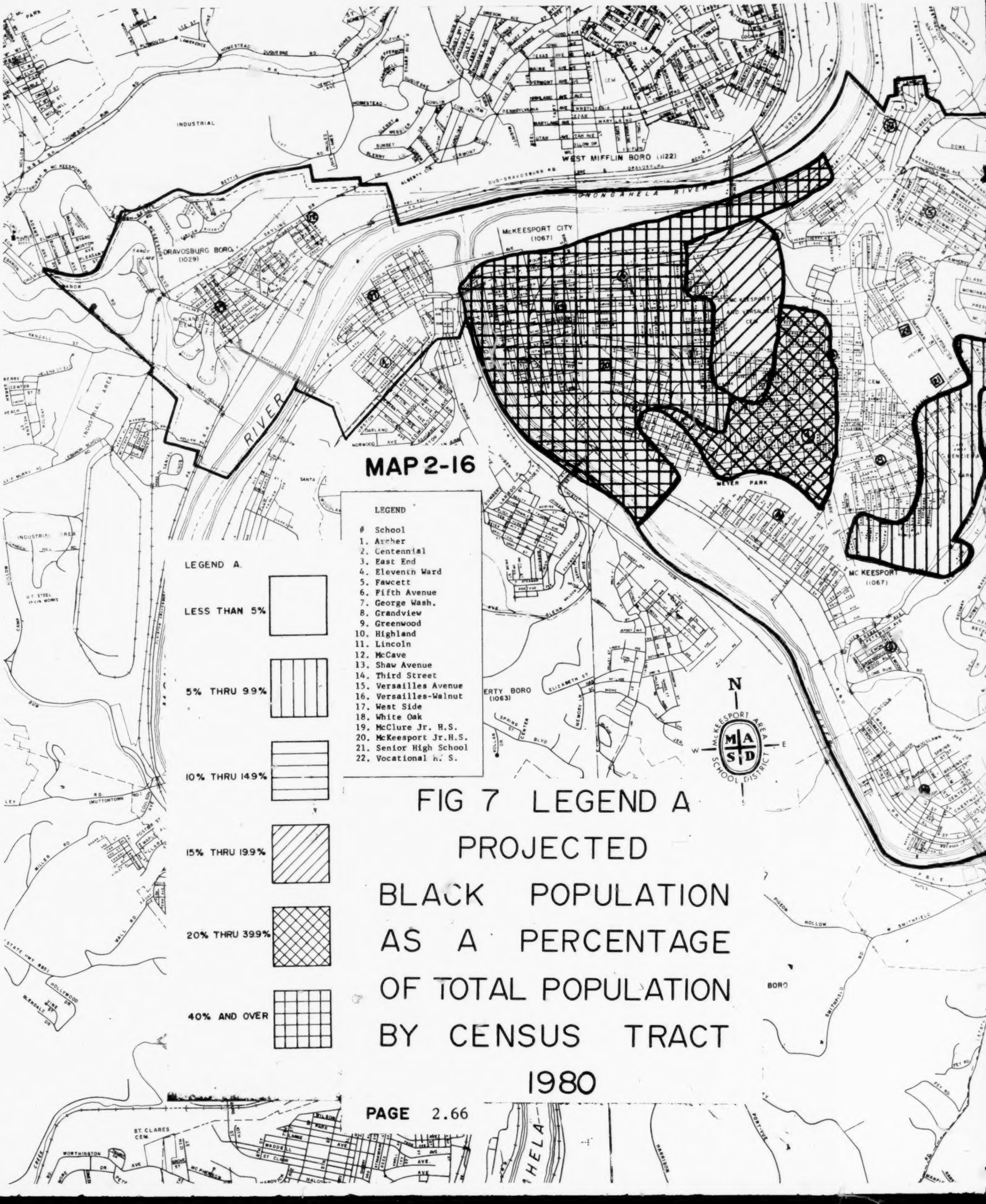
MAP 2-16


WEST MIFFLIN BORO (1122)
MONONGAHELA RIVER
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
INDUSTRIAL
INDUSTRIAL AREA
RIVER
MEYER PARK
MC KEESPORT (1067)
ERTY BORO (1063)
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McKEESPORT AREA SCHOOL DISTRICT
M A S D

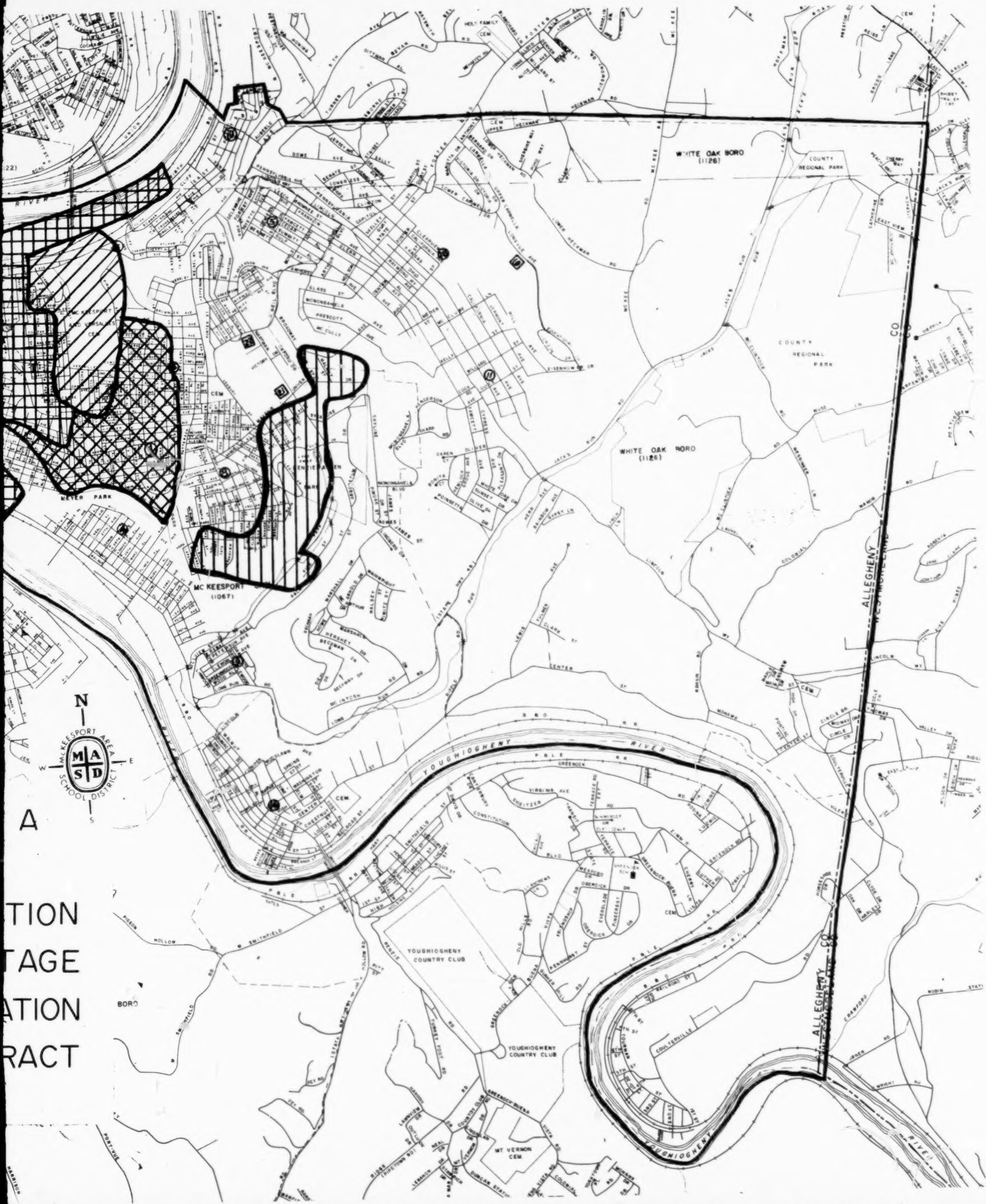
LEGEND

# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

LEGEND A.

LESS THAN 5%	☐
5% THRU 9.9%	▥
10% THRU 14.9%	▤
15% THRU 19.9%	▨
20% THRU 39.9%	▩
40% AND OVER	▦

FIG 7 LEGEND A PROJECTED BLACK POPULATION AS A PERCENTAGE OF TOTAL POPULATION BY CENSUS TRACT 1980



WHITE OAK BORO
(1126)
COUNTY REGIONAL PARK
MC KEESPORT
(1067)
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
HOLY FAMILY CEM
ALLEGHENY CO
WESTMORELAND CO
MC KEESPORT AREA SCHOOL DISTRICT
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B & O R.R.
P & L E R.R.
MEYER PARK
CEM
BORO
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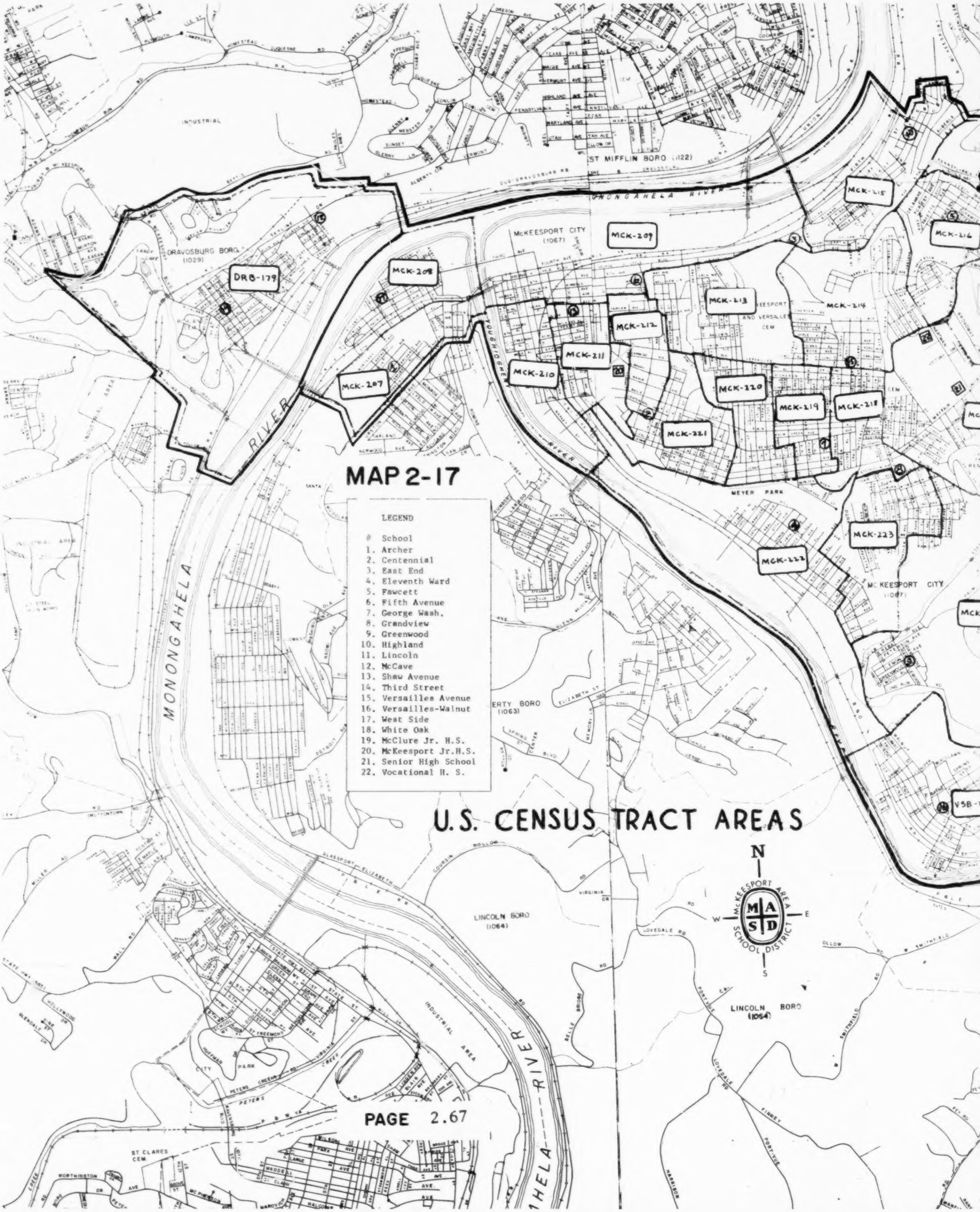

MAP 2-17

U.S. CENSUS TRACT AREAS

LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
N
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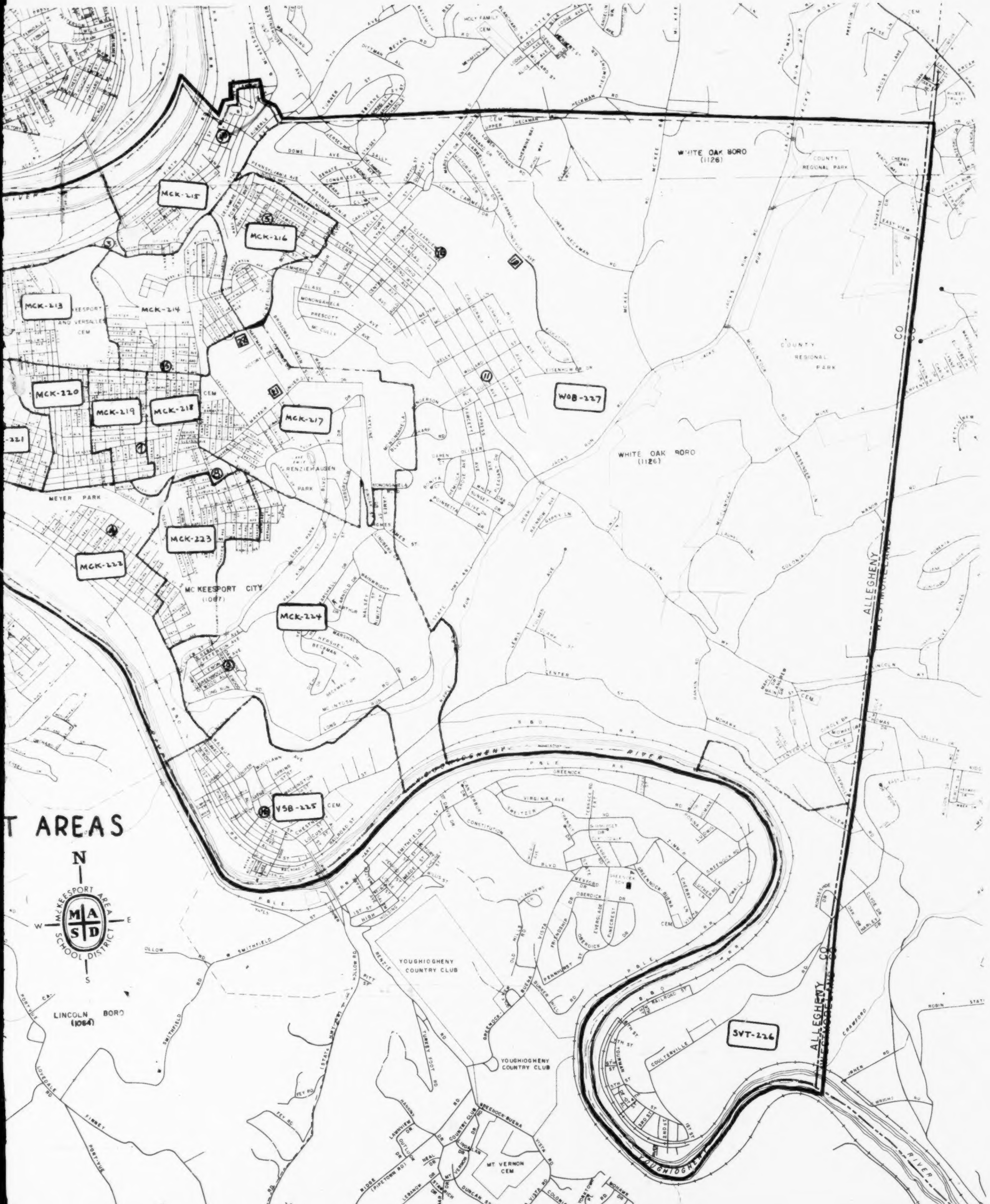
McKEESPORT AREA SCHOOL DISTRICT
M A S D
ST MIFFLIN BORO (1122)
MONONGAHELA RIVER
DRAVOSBURG BORO (1029)
DRB-179
McKEESPORT CITY (1067)
MCK-207
MCK-208
MCK-209
MCK-210
MCK-211
MCK-212
MCK-213
MCK-214
MCK-215
MCK-216
MCK-218
MCK-219
MCK-220
MCK-221
MCK-222
MCK-223
YOUGHIOGHENY RIVER
McKEESPORT AND VERSAILLES CEM
MEYER PARK
INDUSTRIAL
INDUSTRIAL AREA
ERTY BORO (1063)
LINCOLN BORO (1064)
ST CLARES CEM.
CITY PARK
VSB-


T AREAS
MCK-213
MCK-214
MCK-215
MCK-216
MCK-217
MCK-218
MCK-219
MCK-220
-221
MCK-222
MCK-223
MCK-224
VSB-225
SVT-226
WOB-227
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
McKEESPORT CITY (1087)
McKEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
LINCOLN BORO (1064)
YOUGHIOGHENY RIVER
ALLEGHENY CO
WESTMORELAND CO
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McKEESPORT AREA SCHOOL DISTRICT
M A S D

COMMUNITY POPULATION PROJECTIONS

Survival rates and birth rates were computed with local age-sex-race specific birth and death count data for Allegheny County. The State Board of Health, Bureau of Vital Statistics maintains this kind of age-specific data at the county level. The Allegheny County rates should be very typical of age-sex-race specific rates in the McKeesport area. Survival rates for the McKeesport School area were based on a "smoothed" 1958-1962 age-specific average of death counts for Allegheny County (a method that eliminates data collection error). This was subsequently divided by age-specific cohorts to derive death rates, and subsequently survival rates.

Birth rates are 1960-1963 adjusted rates rather than calendar year 1960 rates, since both national and local data suggest that birth rates were unusually high in the late 1950's and very early 1960's for both whites and non-whites.

Age-specific birth rates for Allegheny County by age of mother by race are:

Cohort	White	Black
15-19	.0494	.1641
20-24	.2165	.2756
25-29	.1877	.1902
30-34	.1079	.1122
35-39	.0530	.0575
40-44	.0136	.0152

These rates were used for the base year, 1960, and were projected slightly downward over the projection period. The birth rate change methodology was developed by demographers at the U.S. Census Bureau, and is based on cohort fertility histories and research on expected family size completed at the University of Michigan and published in the Growth of the American Family Series (GAF). Projection rates of change were extracted from the U.S. Census Publication, Population Estimates, Series P-25, Number 381, December, 1967. Series C, a moderately declining birth rate and family size assumption was used.

Survival rates by race are not significantly different to warrant different sets of rates. The rates by age and sex used in the cohort projection are:

Cohort	Male	Female
0- 4	.9720	.9778
5- 9	.9978	.9987
10-14	.9977	.9988
15-19	.9949	.9980
20-24	.9924	.9971
25-29	.9921	.9958
30-34	.9920	.9945
35-39	.9869	.9918
40-44	.9775	.9874
45-49	.9623	.9778
50-54	.9362	.9664
55-59	.9079	.9494
60-64	.8619	.9177
65-69	.8024	.8750
70-74	.7277	.8135
75+	.5099	.5310

The accompanying tables contain the results of the cohort-survival analysis for 1970, 1975, and 1980 as well as the base year 1960 data for the entire McKeesport School District.

TABLE 2-18

A1

Cohort Population 1960

Cohort	W Male	W Female	Total White	NW Male	NW Female	Total NW	Total Male	Total Female	Total
0-4	2601.	2522.	5123.	244.	210.	454.	2845.	2732.	5577.
5-9	2580.	2403.	4983.	218.	230.	448.	2798.	2633.	5431.
10-14	2472.	2403.	4875.	203.	201.	404.	2675.	2604.	5279.
15-19	1871.	1930.	3801.	173.	153.	326.	2044.	2083.	4127.
20-24	1262.	1530.	2792.	71.	116.	187.	1333.	1646.	2979.
25-29	1379.	1530.	2909.	90.	105.	195.	1469.	1635.	3104.
30-34	1731.	1875.	3606.	116.	134.	250.	1847.	2009.	3856.
35-39	1944.	2111.	4055.	95.	135.	230.	2039.	2246.	4285.
40-44	2074.	2327.	4401.	73.	114.	187.	2147.	2441.	4588.
45-49	2084.	2189.	4273.	126.	118.	244.	2210.	2307.	4517.
50-54	1767.	1879.	3646.	89.	84.	173.	1856.	1963.	3819.
55-59	1684.	1620.	3304.	106.	104.	210.	1790.	1724.	3514.
60-64	1419.	1478.	2897.	81.	61.	142.	1500.	1539.	3039.
65-69	1212.	1338.	2550.	49.	28.	77.	1261.	1366.	2627.
70-74	979.	1002.	1981.	19.	27.	46.	998.	1029.	2027.
75+	949.	1049.	1998.	22.	19.	41.	971.	1068.	2039.
TOTALS	28008.	29186.	57194.	1775.	1839.	3614.	29783.	31025.	60808.

TABLE 2-19

Cohort Population Projection 1970

Cohort	W Male	W Female	Total White	NW Male	NW Female	Total NW	Total Male	Total Female	Total
0-4	2766.	2657.	5423.	413.	397.	810.	3179.	3054.	6233.
5-9	2438.	2357.	4795.	346.	329.	675.	2784.	2686.	5470.
10-14	2322.	2261.	4583.	312.	291.	603.	2634.	2552.	5186.
15-19	2316.	2207.	4523.	291.	282.	573.	2607.	2489.	5096.
20-24	2324.	2205.	4529.	266.	266.	532.	2590.	2471.	5061.
25-29	2002.	1996.	3998.	216.	214.	430.	2218.	2210.	4428.
30-34	1400.	1560.	2960.	142.	164.	306.	1542.	1724.	3266.
35-39	1133.	1334.	2467.	110.	145.	255.	1243.	1479.	2722.
40-44	1333.	1473.	2806.	130.	157.	287.	1463.	1630.	3093.
45-49	1571.	1731.	3302.	122.	166.	288.	1693.	1897.	3590.
50-54	1690.	1930.	3620.	108.	153.	261.	1798.	2083.	3881.
55-59	1685.	1942.	3627.	115.	135.	250.	1800.	2077.	3877.
60-64	1458.	1691.	3149.	115.	118.	233.	1573.	1809.	3382.
65-69	1185.	1364.	2549.	96.	100.	196.	1281.	1464.	2745.
70-74	925.	1101.	2026.	74.	71.	145.	999.	1172.	2171.
75+	1225.	1634.	2859.	56.	55.	111.	1281.	1689.	2970.
TOTALS	27773.	29443.	57216.	2912.	3043.	5955.	30685.	32486.	63171.

TABLE 2-20

Cohort Population Projection 1975

Cohort	W Male	W Female	Total White	NW Male	NW Female	Total NW	Total Male	Total Female	Total
0-4	3018.	2899.	5917.	479.	461.	940.	3497.	3360.	6857.
5-9	2602.	2518.	5120.	399.	386.	785.	3001.	2904.	5905.
10-14	2350.	2274.	4624.	344.	326.	670.	2694.	2600.	5294.
15-19	2254.	2193.	4447.	310.	289.	599.	2564.	2482.	5046.
20-24	2262.	2151.	4413.	288.	280.	568.	2550.	2431.	4981.
25-29	2260.	2147.	4407.	263.	264.	527.	2523.	2411.	4934.
30-34	1930.	1925.	3855.	213.	211.	424.	2143.	2136.	4279.
35-39	1324.	1481.	2805.	140.	162.	302.	1464.	1643.	3107.
40-44	1049.	1246.	2295.	107.	143.	250.	1156.	1389.	2545.
45-49	1234.	1381.	2615.	126.	154.	280.	1360.	1535.	2895.
50-54	1453.	1630.	3083.	117.	161.	278.	1570.	1791.	3361.
55-59	1526.	1811.	3337.	100.	147.	247.	1626.	1958.	3584.
60-64	1482.	1794.	3276.	104.	127.	231.	1586.	1921.	3507.
65-69	1217.	1507.	2724.	99.	108.	207.	1316.	1615.	2931.
70-74	918.	1160.	2078.	77.	87.	164.	995.	1247.	2242.
75+	1256.	1727.	2983.	81.	87.	168.	1337.	1814.	3151.
TOTALS	28135.	29844.	57979.	3247.	3393.	6640.	31382.	33237.	64619.

TABLE 2-21

Cohort Population Projection 1980

Cohort	W Male	W Female	Total White	NW Male	NW Female	Total NW	Total Male	Total Female	Total
0-4	3151.	3027.	6178.	535.	514.	1049.	3686.	3541.	7227.
5-9	2828.	2736.	5564.	466.	451.	917.	3294.	3187.	6481.
10-14	2495.	2416.	4911.	398.	385.	783.	2893.	2801.	5694.
15-19	2268.	2192.	4460.	343.	326.	669.	2611.	2518.	5129.
20-24	2191.	2126.	4317.	308.	289.	597.	2499.	2415.	4914.
25-29	2188.	2082.	4270.	286.	280.	566.	2474.	2362.	4836.
30-34	2173.	2061.	4234.	261.	263.	524.	2434.	2324.	4758.
35-39	1836.	1828.	3664.	212.	210.	422.	2048.	2038.	4086.
40-44	1222.	1373.	2595.	138.	161.	299.	1360.	1534.	2894.
45-49	939.	1140.	2079.	105.	141.	246.	1044.	1281.	2325.
50-54	1115.	1273.	2388.	121.	150.	271.	1236.	1423.	2659.
55-59	1291.	1509.	2800.	109.	156.	265.	1400.	1665.	3065.
60-64	1327.	1658.	2985.	91.	140.	231.	1418.	1798.	3216.
65-69	1228.	1592.	2820.	90.	117.	207.	1318.	1709.	3027.
70-74	936.	1278.	2214.	79.	94.	173.	1015.	1372.	2387.
75+	1260.	1816.	3076.	97.	117.	214.	1357.	1933.	3290.
TOTALS	28448.	30107.	58555.	3639.	3794.	7433.	32087.	33901.	65988.

SCHOOL ENROLLMENT PROJECTIONS

In light of the population growth and change in racial composition that are projected for 1980, the commonly utilized advancement through grades or percentage of persistence projection methods would not truly reflect the future school enrollment. Therefore, the following technique was used to prepare the school enrollment projections illustrated in Table 2-23, page 2.76.

First, the existing enrollment in grades by race was compiled from the school district records. The 1968-1969 school enrollment figures are shown in Table 2-23, while the enrollment history of the district is recorded in Table 2-22, page 2.75. Second, the standard percentage of persistence method was used to advance pupils through grades in conformance with the trends of the preceeding five years. Third, these past trends were altered by calculating the percentage growth obtained from the cohort survival model for youngsters in the school age cohorts. In addition, the percentage of change in racial composition was calculated. Both of these proportional changes were applied to the trend projection to produce an estimate of enrollment that would more truly reflect the future of the McKeesport School District. It must be noted that the enrollment projections in Table 2-23 assume a continued proportional level of enrollment in both special education and parochial schools and a similar retaining power with students older than the mandatory attendance age.

TABLE 2-22

Enrollment History for McKeesport Area School District

GRADES	*1959-60	*1960-61	1961-62	1962-63	1963-64	*1964-65	1965-66	1966-67	1967-68	1968-69
KDG. SPEC. ED.	647	637 97	671 98	654 99	680 107	650 79	590 76	828 84	821 83	781
1	651	633	552	634	602	596	585	852	788	769
2	623	582	583	518	590	576	516	761	810	733
3	605	598	555	558	501	560	548	778	756	770
4	524	579	578	546	555	508	534	808	787	748
5	562	510	566	583	544	560	498	768	804	762
6	630	539	488	538	562	534	548	775	768	793
7	684	680	582	547	572	587	552	840	771	769
8	638	639	609	551	542	574	576	777	840	777
9 JR. VOC.	864	875 18	771 30	708 45	664 48	683 66	688 54	887 60	855 66	916
10	829	903	1,142	1,004	912	900	855	909	895	871
11	955	784	801	1,059	936	876	821	802	852	879
12	965	877	707	727	1,005	930	848	784	780	852
TOTAL	9,177	8,951	8,733	8,771	8,821	8,679	8,289	10,713	10,676	10,420

Data from District's Attendance Records

TABLE 2-23

Projected School Enrollment for McKeesport School District

Grade	1968-1969			1969-1970			1970-1971			1971-1972		
	White	Black	Total	White	Black	Total	White	Black	Total	White	Black	Total
K.D.	648	133	781	701	145	846	687	144	831	681	144	825
1	648	121	769	717	136	853	717	137	854	700	136	836
2	627	106	733	651	112	763	727	126	853	726	128	854
3	665	105	770	670	108	778	643	105	748	717	118	835
4	636	112	748	691	123	814	645	116	761	620	113	733
5	662	100	762	645	99	744	650	102	752	607	96	703
6	691	102	793	679	101	780	640	97	737	645	100	745
7	664	105	769	689	111	800	665	108	773	624	102	730
8	696	81	777	693	82	775	706	86	792	680	84	764
9	803	113	916	754	108	862	745	108	853	759	112	871
10	778	93	871	811	96	907	746	91	837	737	91	828
11	809	70	879	714	61	775	770	68	838	713	65	778
12	765	87	852	720	80	800	669	78	747	728	86	814
TOTALS	9,092	1,328	10,420	9,135	1,362	10,497	9,010	1,366	10,376	8,940	1,376	10,316

TABLE 2-23 Cont.

Projected School Enrollment for McKeesport School District

Grade	1972-1973			1973-1974			1974-1975			1975-1976		
	White	Black	Total	White	Black	Total	White	Black	Total	White	Black	Total
K.D.	689	148	837	687	149	836	686	151	837	723	168	891
1	705	138	843	704	139	843	702	141	843	734	156	890
2	709	126	835	714	129	843	713	130	843	744	144	888
3	717	120	837	700	119	819	706	121	827	735	134	869
4	691	128	819	690	130	820	675	128	803	710	143	853
5	583	94	677	651	106	757	651	108	759	739	133	872
6	601	95	696	577	92	669	645	105	750	691	121	812
7	632	106	738	589	100	689	565	98	663	678	128	816
8	643	81	723	648	83	731	603	79	682	695	99	794
9	731	110	841	689	106	795	697	108	805	640	108	748
10	752	94	846	725	91	816	683	88	771	758	107	865
11	705	65	770	719	67	786	693	66	759	718	78	796
12	684	81	765	674	81	755	680	83	763	718	98	816
TOTALS	8,842	1,386	10,228	8,767	1,392	10,159	8,699	1,406	10,105	9,283	1,617	10,900

TABLE 2-23 Cont.

Projected School Enrollment for McKeesport School District

Grade	1976-1977			1977-1978			1978-1979			1979-1980		
	White	Black	Total	White	Black	Total	White	Black	Total	White	Black	Total
K.D.	731	170	901	739	171	910	747	173	920	754	175	929
1	743	158	901	750	160	910	758	161	919	764	163	927
2	745	145	890	755	146	901	762	148	910	770	149	919
3	735	134	869	736	134	870	745	136	881	752	137	889
4	709	142	851	708	143	851	709	143	852	717	144	861
5	746	134	880	715	128	843	715	128	843	745	134	879
6	733	129	862	742	130	872	739	130	869	739	130	869
7	679	126	805	718	134	852	726	136	862	725	136	861
8	714	102	816	704	101	805	745	107	852	754	108	862
9	679	115	794	699	117	816	675	114	789	730	123	853
10	642	91	733	682	96	778	700	100	800	691	98	789
11	749	81	830	636	68	704	674	73	747	693	75	768
12	680	92	772	710	96	806	601	82	683	638	87	725
TOTALS	9,285	1,619	10,904	9,294	1,624	10,918	9,296	1,631	10,927	9,472	1,659	11,131

The enrollment history of the parochial schools is recorded in Table 2-24. Generally speaking it is expected that the parochial enrollment will remain constant or decline slightly within the next ten years. Some possibilities for more dramatic action exist in possibly parochial school closing or consolidations and in potential state aid. Both of these would have a major effect on parochial school enrollment but at this time they must be considered only as factors to watch, not as predicted events. The location of parochial schools is shown on Map M2-18, page 2.80.

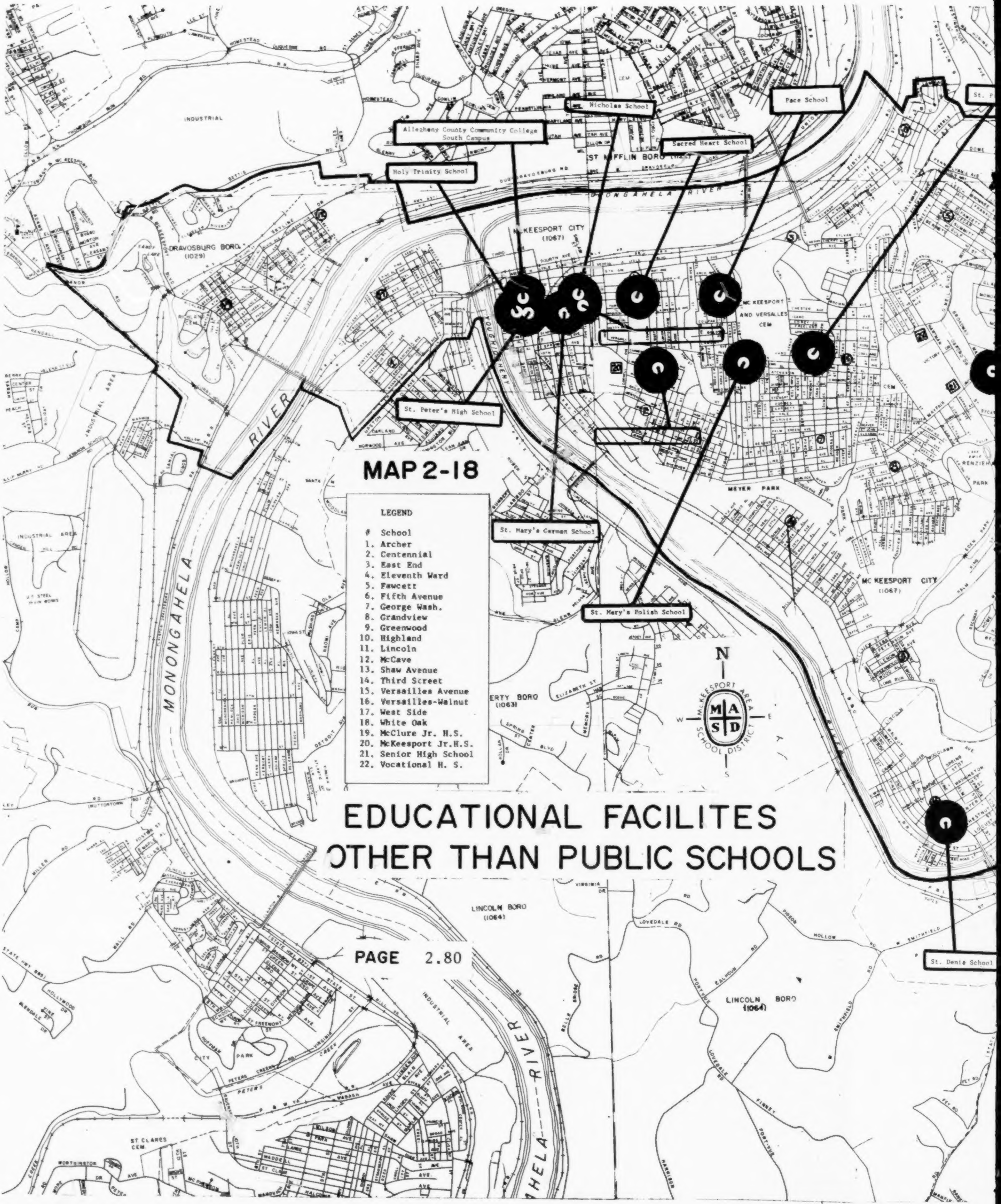
TABLE 2-24

McKeesport Area School District

Parochial School Enrollment 1965 to 1970

(5 years averages included)

Grades	1	2	3	4	5	6	7	8	9	10	11	12
Years												
1965-1966	250	231	259	234	243	253	182	217	112	83	71	69
1966-1967	233	229	215	245	228	226	223	159	95	81	78	53
1967-1968	213	202	196	209	229	209	202	198	80	76	79	53
1968-1969	218	193	206	222	218	225	218	196	75	61	73	71
1969-1970	211	182	199	213	222	223	208	191	77	79	63	69
5 year avg.	225	207	215	224	226	227	206	192	88	76	73	63


Allegheny County Community College South Campus
Nicholas School
Pace School
Sacred Heart School
Holy Trinity School
St. Peter's High School
St. Mary's German School
St. Mary's Polish School
St. Denis School
LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
McKEESPORT AREA SCHOOL DISTRICT
M A S D
N
E
S
W
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
ST MIFFLIN BORO
LINCOLN BORO (1064)
LIBERTY BORO (1063)
McKEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
INDUSTRIAL AREA
CITY PARK
ST CLARES CEM.

MAP 2-18

EDUCATIONAL FACILITES OTHER THAN PUBLIC SCHOOLS

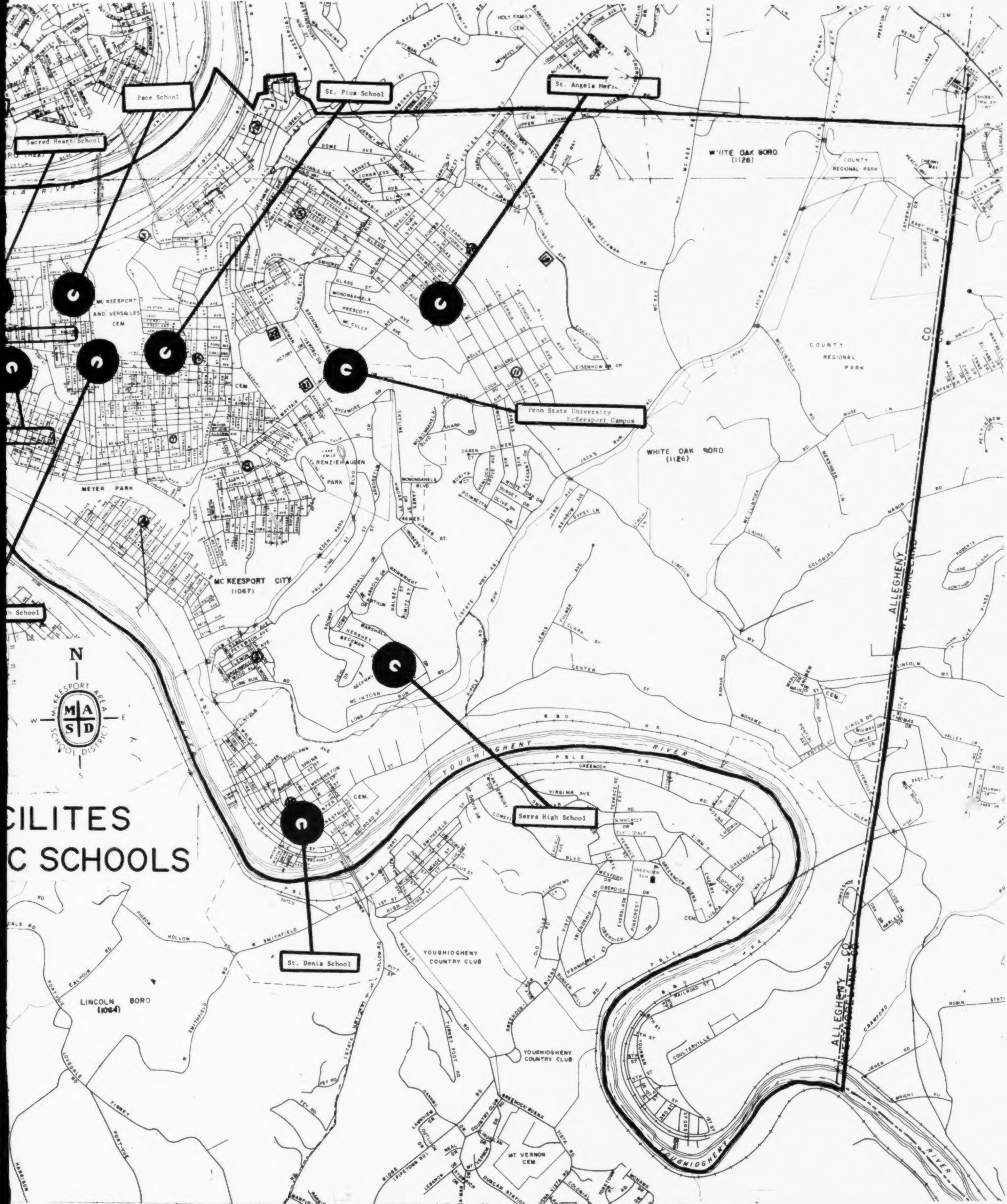
CILITES
C SCHOOLS
Pace School
St. Pius School
St. Angela Meri
Sacred Heart School
Penn State University
McKeesport Campus
Serra High School
St. Denis School
h School
WHITE OAK BORO
(1126)
MC KEESPORT CITY
(1067)
LINCOLN BORO
(1064)
COUNTY REGIONAL PARK
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
YOUGHIOGHENY RIVER
ALLEGHENY CO
WESTMORELAND CO
N
S
E
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D

TABLE 2-25

Enrollment Projection -- Grade to Grade Survival Ratio

Years	K	1	2	3	4	5	6	7	8	9	10	11	12	Sp.Ed.	Totals
1966-1967	828	852	74	778	808	768	775	840	777	947	909	802	784	84	
1967-1968	821	788	810	756	787	804	768	771	840	921	895	852	780	83	
1968-1969	781	769	733	770	748	762	793	769	777	916	871	879	852	160	
1969-1970	768	747	711	718	759	738	794	799	773	827	934	826	805	211	
1970-1971	780	738	717	700	718	745	738	794	807	889	797	897	809	215	10,344
1971-1972	790	749	710	703	700	711	745	738	802	926	853	765	879	219	10,290
1972-1973	800	758	720	696	703	693	711	745	746	922	889	817	750	220	10,170
1973-1974	800	768	728	706	696	696	700	711	753	858	885	853	801	220	10,175
1974-1975	800	768	737	714	706	689	696	700	718	866	826	850	817	220	10,107
1975-1976	800	768	737	708	714	699	689	696	707	826	832	792	816	220	10,004
1976-1977	800	768	737	708	708	707	699	689	703	814	785	788	776	220	9,902
1977-1978	800	768	737	708	708	701	707	699	696	808	782	746	763	220	9,843
1978-1979	800	768	737	708	708	701	701	707	706	800	766	750	732	220	9,804
1979-1980	800	768	737	708	708	701	701	701	714	812	784	736	735	220	9,825

The above projections were constructed using the following survival ratios. The ratios were based on the four school years 1966-1967 through 1969-1970. K-1+ use 96%, 1-2 use 96%, 2-3 use 98%, 3-4 use 100%, 4-5 use 99%, 5-6 use 100%, 6-7 use 100%, 7-8 use 101%, 8-9 use 115%, 9-10 use 96%, 10-11 use 96%, 11-12 use 98%.

Two school enrollment projections are provided in this long-range plan. The first of these already presented (Table 2-23) was prepared using community projections which were in turn prepared using standard techniques developed by demographers with the U.S. Census Bureau. It is this projection that is the basis for all recommendations in the long-range plan. Two important reasons support the use of this particular projection in this critical role.

First, it has the more impressive credentials. It benefits greatly from the use of carefully prepared data and methodology by the most experienced professionals in the field. Second, there is little question of the improved long-range accuracy of the cohort projection technique as compared to other projection techniques and this factor is particularly important because of the ten year range of this plan.

The second projection is one frequently used by educators and is referred to as a grade survival projection. It's value is in the fact that it is based primarily on actual student enrollment. The past enrollment history is used to determine the survival rate of students as they advance from grade to grade. Once the enrollment history has provided the survival percentage all that is necessary to project enrollment is the application of the survival rates, expressed in percentages, to the current year enrollment.

The essential weakness of this method of projection is that it does not provide for the reflection of the changes in community population in school enrollment. Also projections of kindergarten enrollment or first grade enrollment if the school district does not operate kindergartens are only gross estimates based on past enrollments. Trends if they appear obviously enough in the enrollment history can be provided for to some extent through weighting. An example might be, a first grade enrollment that has declined regularly over the past few years can be reasonably expected to continue to decline. Such assumptions however, are very sensitive to error because of the lack of consideration for possible community factors including migration, a change in the ratio between public school and private school students and the current birth rate.

If, however, the grade survival projections are used over a short range (3-5 years) and carefully revised at frequency intervals they can be very useful.

The grade survival projection is provided for comparison with the projections made using cohort methods. As can be noted, the grade survival table projects a substantially lower school enrollment than does the cohort projection. The two projections probably provide the higher and lower limits of school population in the McKeesport Area Schools with the grade survival table more accurate in the short range and the cohort more accurate in the long range.

It is recommended that the McKeesport Area School District be aware of both projections. Most essential, however, is the districts' commitment to frequently review the projections and revise them in accord with whatever trend seems to be emerging.

SECTION III

EDUCATIONAL PROGRAM

SECTION III

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EDUCATIONAL PROGRAM

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PHILOSOPHY

The American dream for education is education for all; therefore, our educational program must reflect the needs of the individual and society. McKeesport Area School System is committed to education of the total child. Each child must have an opportunity to participate in the educational programs of quality that enable him to develop his potential as a productive, contributing, self-respecting member of society.

We hope to create an environment in which the natural curiosity of the individual is preserved.

We hope to create a climate that nurtures self-realization and recognizes the worth and dignity of the individual.

We hope to provide the means that develop the child's potential through a flexible and sensitive curriculum.

We hope to enable the child to become involved in meaningful learning experiences in school that will find extention in responsible and contributing membership in the wider society.

OBJECTIVES

Our primary function is to provide quality education which can be realized when:

1. Each child acquires a positive attitude toward school and toward the learning process.
2. Each child is given the opportunity and encouragement to be creative in one or more fields of endeavor.
3. Each child acquires to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

4. Each child comes to understand and appreciate as much as he can of the human achievements in the natural sciences, the social sciences, the humanities and arts.

5. Each child can acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.

6. Each child can acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

7. Each child can acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

8. Each child can acquire the habits and attitudes associated with responsible citizenship.

9. Each child can understand the opportunity open to him for a productive life.

10. Each child can be prepared for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life becomes a normal expectation.

ADMINISTRATIVE ORGANIZATION

The McKeesport Area School District is organized for instructional purposes on the K-6, 3, 3 plan. Under this organization all 10th, 11th and 12th grade students attend the McKeesport Area Senior High School. All students in the 7th, 8th and 9th grades attend one of the two junior high schools of the district. There are 16 regular elementary buildings in the district and for the most part, these house grades K-6 although some buildings are very small and do not have a section of each grade.

The buildings house students in the following manner:

BUILDING	GRADE SPAN
McKeesport Area Senior High School	10-12
McClure Junior High School	7-9
McKeesport Junior High School	7-9
Archer Street School	Day Care Classes
Centennial School	K-6
East End School	Closed
Eleventh Ward School	K-6
Fawcett School	K-6
Fifth Avenue School	K-6
George Washington School	K-6
Grandview School	K-6
Greenwood School	K-6
Highland School	K-6
Lincoln School	1-6
McCave School	1-6

BUILDING (Cont.)	GRADE SPAN
Shaw Avenue School	K-6
Third Street School	K-6
Versailles Avenue School	K-5
Versailles-Walnut School	K-6
West Side School	K-6
White Oak School	K-6

Special Education programs are provided for both elementary and secondary age students within the district.

The district employs over 700 people of which approximately 550 are professional employees.

Administrative offices for the district are housed in the Shaw Elementary School, Shaw Avenue, McKeesport. The Superintendent and his staff and the Secretary to the School Board both maintain their offices at this site.

The Superintendent's immediate staff consists of three assistants and the Coordinator of Title I Funds, all who report directly to him. The three assistants have responsibilities for Elementary Education, Secondary Education and Administrative Affairs. The Business Affairs are attended to by the Secretary-Business Manager.

PROJECTED SCHOOL ORGANIZATION

As a result of the self-evaluation undertaken by the professional staff of McKeesport Area School District and a desire to take the steps necessary to improve the school program, a tentative decision has been reached to implement a different school organization in the McKeesport Area School District.

The plan calls for the abandonment of the present K-6, 7-9, 10-12 plan and the implementation of an organization based on the K-5, 6-8, 9-12 plan.

With so many elements of the school program profoundly affected by the change and so many of them gaining the potential for substantial improvement, it is difficult to credit one as the most important. The formation of the 6-8 middle school group is however, the best starting place simply because many educators see the current programs in the middle, adolescence years as the weakest. That is to say that the children, ages 12-14 years, are those children receiving an educational experience least appropriate to their needs.

The Middle School Program is an attempt to revitalize these school years. The rationale for the middle school has been well documented by Eichhorn[1], Popper[2] and other writers in the field. To summarize it briefly, the middle school concept is based on the earlier maturation of today's adolescent. In terms of the program, the middle school can provide and should provide education experiences unique to this age student.

1. It should provide a genuine transition between elementary classroom environments and those found in the large senior high schools. It should be a time for expanding independence for the student.
2. Students at this age need capable guidance, often by adults other than parents, therefore, the program should provide teachers with a strong awareness of their guidance responsibilities as well as guidance specialists.

---

[1] Eichhorn, Donald H. The Middle School. New York: Center for Applied Research in Education, Inc. 1966.

[2] Popper, Samuel H. The American Middle School. Waltham, Massachusetts: Blaisdell Publishing Company, 1967.

3. The academic program should be organized to provide a wide range for individual progress.

4. The academic program should have as a major objective that of providing a wide exploratory experience. Therefore, rigid block scheduling should not be a part of the middle school. Rather, highly flexible schools should be the rule with emphasis on individualized study.

The list of characteristics for the middle school could be expanded many times over but the considerations listed relative to needs of the children at this age are the most important.

Educators are reluctant to cite negative factors as a part of the determinants of decision making regarding school organization but the fact remains that many educators see the middle school as a means of escaping some of the destructive practices that have become a part of the traditional junior high school. These practices include over emphasis on interscholastic sports with its accompanying emotional pressure for which these students are not yet prepared, the practice of using senior high teaching modes, usually lecture techniques, the practice of subject orientation rather than the needed student orientation, and the practice of impersonal teacher-pupil relationship rather than the necessary guidance role. These are but a few of the practices commonly found in junior high that hopefully can be avoided in the new middle schools.

Few would question that educational experience for adolescents needs to be improved. The middle school concept shows great promise as the most sound, efficient, manner in which to accomplish this. It is strongly recommended that McKeesport Area School District adopt this plan. An added benefit is that other areas of the school organization can be improved concurrently with this plan.

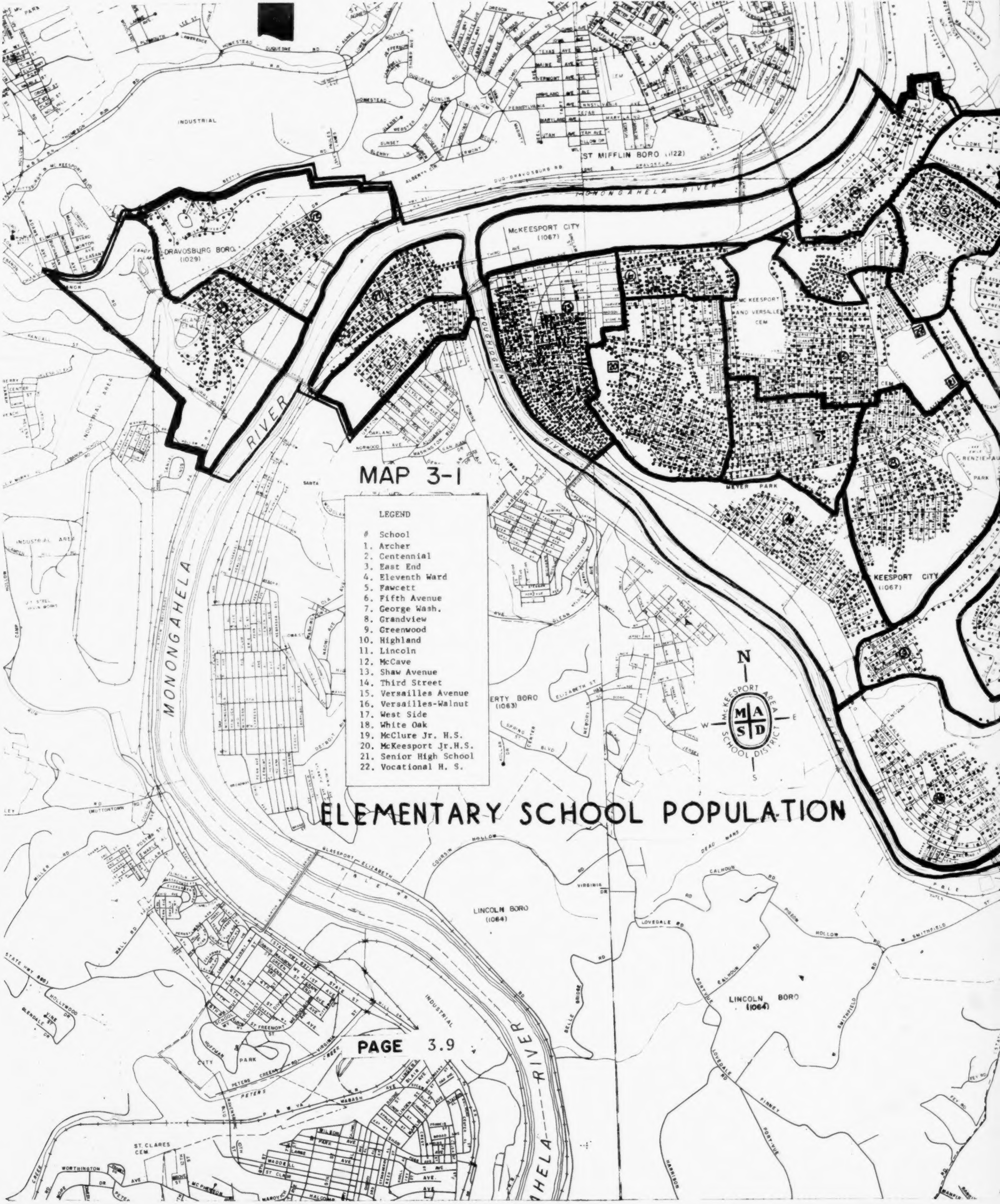
Other benefits occur with the decision to use the K-5, 6-8, 9-12 schools plan beside those enumerated for the adolescent years. Those children of ninth grade age while still in a difficult adjustment period are better provided for in the Senior High School setting rather than the traditional junior high school. The earlier maturation already noted in regard to the middle school aged child is also in effect at this stage so the ninth graders tend to be socially and emotionally more like senior high students than they did in the 1920's when the junior high school was being created. Certain academic pressures have also made the inclusion of the ninth grade students with the senior high school a logical move. Four year sequences in foreign languages, accelerated science instruction and new emphasis on independent study in the senior high are examples of this pressure. Finally, it is generally considered that the ninth graders are by maturity more closely related to tenth graders than to younger seventh and eighth graders.

A number of practical considerations also feature in the McKeesport Area School District program and while secondary to the major effort of providing sound educational experience to all children, nevertheless, are important and valid considerations.

The Racial Imbalance problem is one. The inclusion of the sixth graders in the wide attendance areas of the three secondary schools means that racial imbalance is improved in a genuine fashion for one more grade of students.

Another such practical consideration is found in the status of the physical plant. Elementary schools of the district are the oldest, most deteriorated and in most cases the most overcrowded. The removal of the sixth graders from these buildings will help alleviate some of this problem. However, even with this gain, the McKeesport Area School District will require an extensive building program for elementary schools. Hopefully, these new plants will take into consideration the latest educational practice as well as various community trends including racial imbalance, urban renewal, and community use of facilities.

MAP 3-1


LEGEND
School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
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17. West Side
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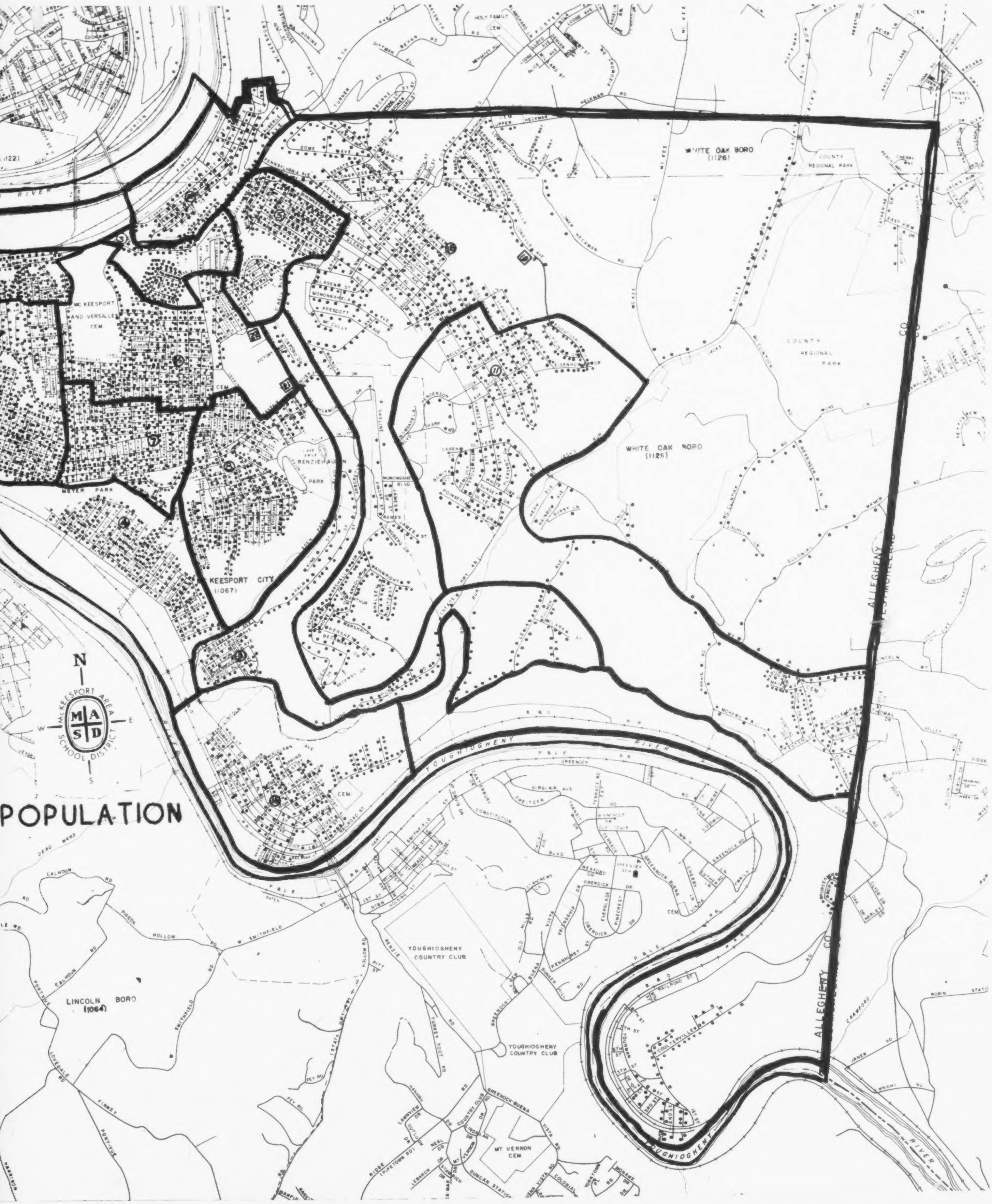
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
McKEESPORT AREA SCHOOL DISTRICT
M A S D
N
E
S
W
McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
ST MIFFLIN BORO (1122)
LINCOLN BORO (1064)
ERTY BORO (1063)
KEESPORT CITY (1067)
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
INDUSTRIAL
INDUSTRIAL AREA
McKEESPORT AND VERSAILLES CEM
MEYER PARK
CITY PARK
ST. CLARES CEM

ELEMENTARY SCHOOL POPULATION


WHITE OAK BORO
(1126)
COUNTY
REGIONAL PARK
COUNTY
REGIONAL
PARK
WHITE OAK BORO
(1126)
(1122)
RIVER
HOLY FAMILY
CEM
MCKEESPORT
AND VERSAILLES
CEM
CEM
RENZIEHAUSEN
PARK
MEYER PARK
KEESPORT CITY
(1067)
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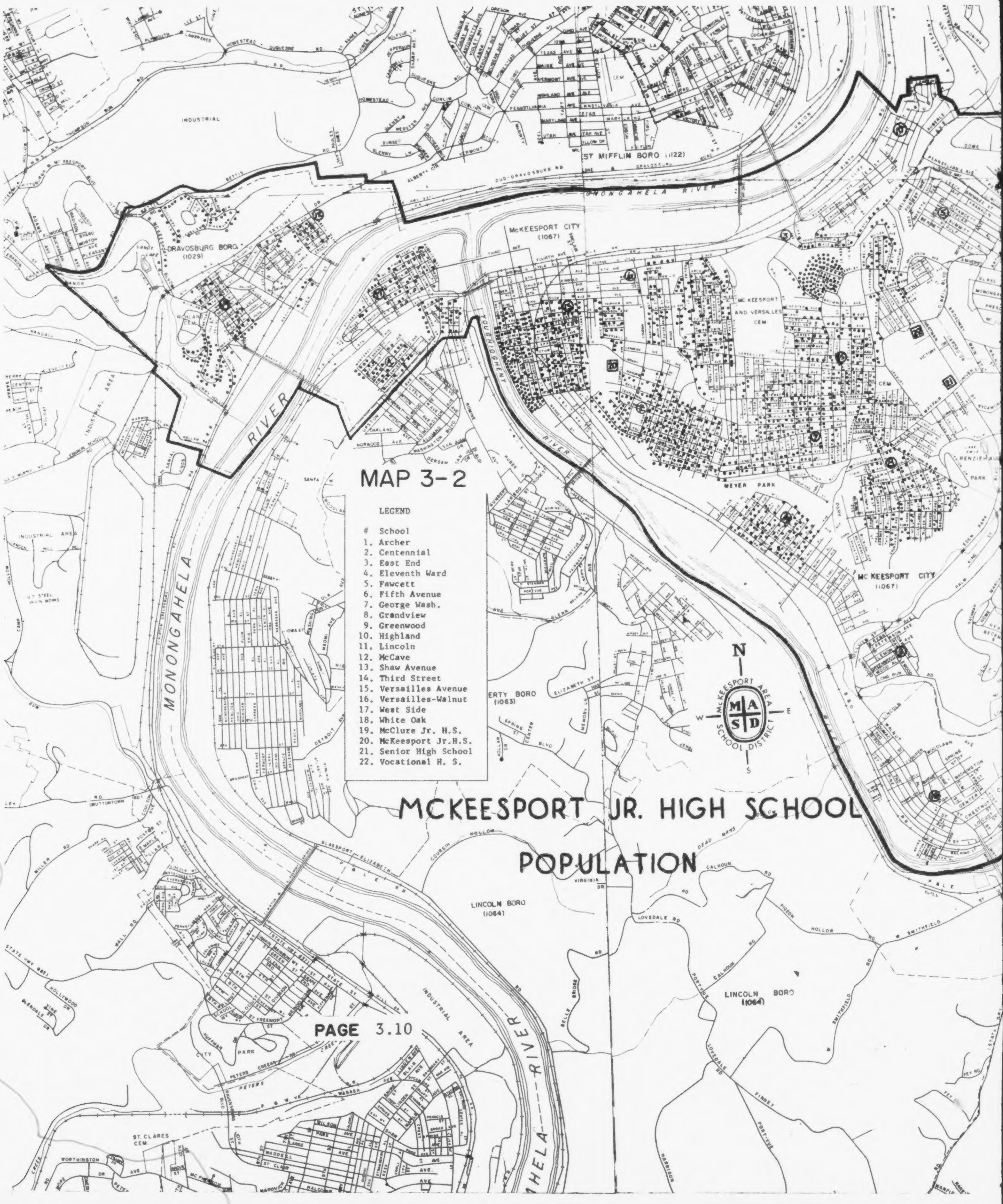
MCKEESPORT AREA
SCHOOL DISTRICT
M A
S D
YOUGHIOGHENY
RIVER
CEM
CEM
GREENOCK SCH
YOUGHIOGHENY
COUNTRY CLUB
YOUGHIOGHENY
COUNTRY CLUB
LINCOLN BORO
(1064)
MT VERNON
CEM
ALLEGHENY CO
WESTMORELAND CO
ALLEGHENY CO
YOUGHIOGHENY
RIVER
TURNER ST
DOME AVE
PENNSYLVANIA AVE
LOWER HECKMAN RD
HECKMAN RD
MC KEE
MONONGAHELA BLVD
JAMES ST
HENDERSON
SHARP
HOLLOW RD
W SMITHFIELD
CALHOUN
PIGEON
DEAD MANS
VIRGINIA AVE
CONSTITUTION
GREENOCK BUENA VISTA RD
PENNHURST ST
OBERDICK DR
EVERGLADE
FRIENDSHIP DR
RAILROAD ST
COULTERVILLE
LINCOLN
ROBIN
CRAWFORD
FINNEY
PORT VUE
LOVEDALE
TURKEY FOOT RD
DUNCAN STATION
COLONIAL
MOHAWK
LEBANON
RIDGE (PIPETOWN RD)
LAWNVIEW
MUSE LN
MANOR
COLONIAL

POPULATION



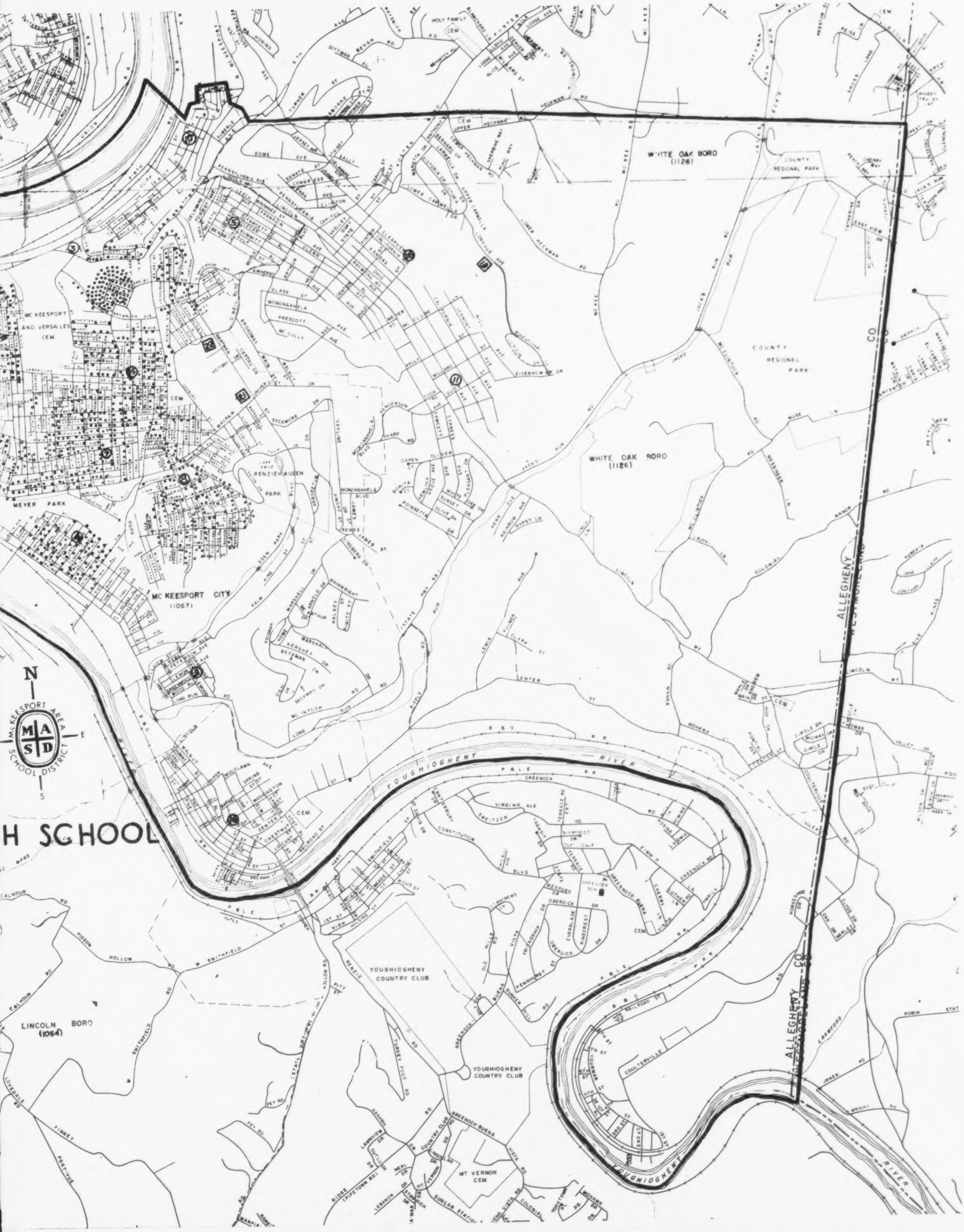
ST MIFFLIN BORO (1122)
INDUSTRIAL
MONONGAHELA RIVER
DRAVOSBURG BORO (1029)
McKEESPORT CITY (1067)
McKEESPORT AND VERSAILLES CEM
YOUGHIOGHENY RIVER
MEYER PARK
McKEESPORT CITY (1067)
ERTY BORO (1063)
LINCOLN BORO (1064)
LINCOLN BORO (1064)
INDUSTRIAL AREA
MONONGAHELA RIVER
N
S
E
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D
CITY PARK
ST. CLARES CEM.
INDUSTRIAL AREA

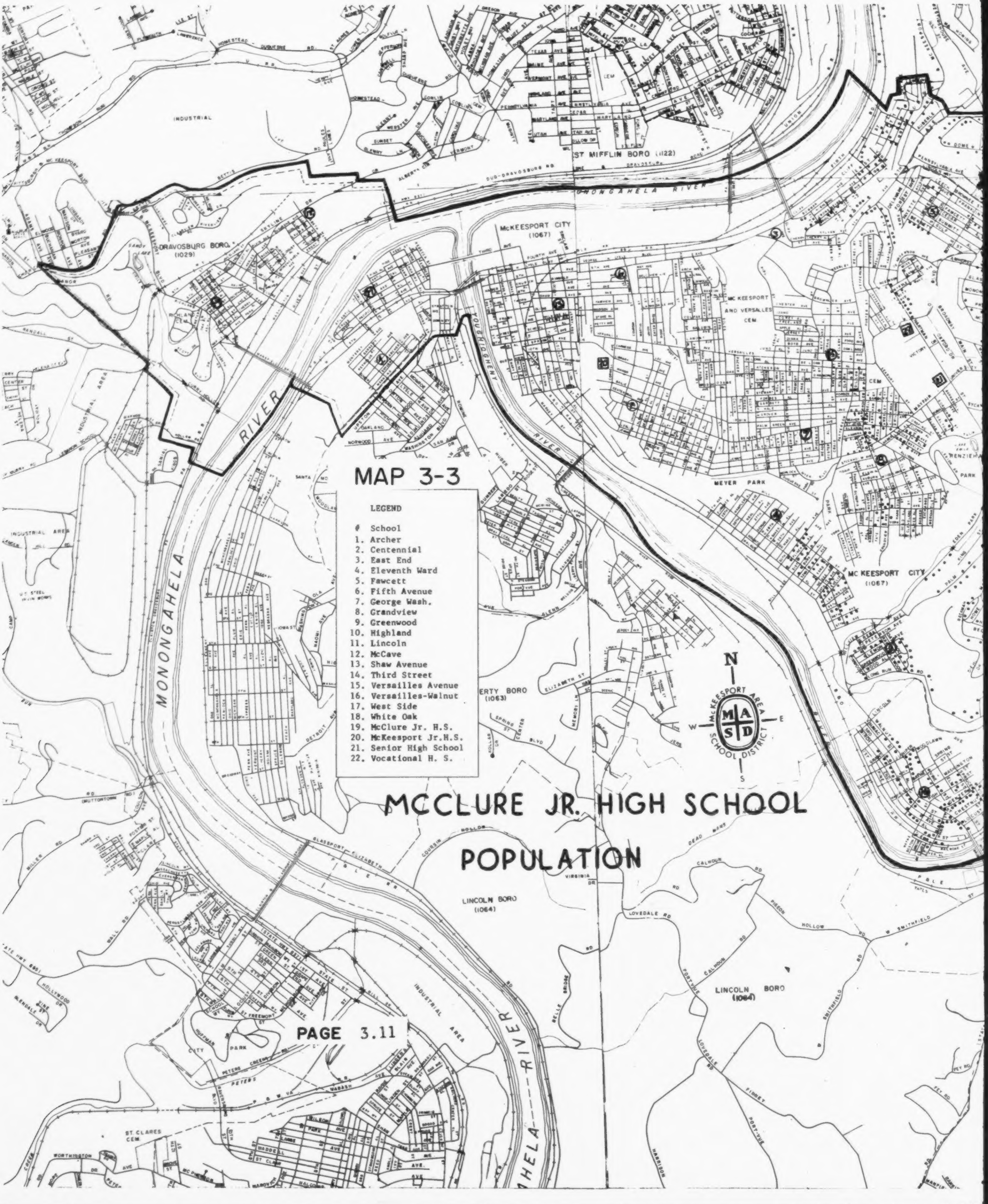
MAP 3-2

LEGEND

- # School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

MCKEESPORT JR. HIGH SCHOOL POPULATION


H SCHOOL
McKEESPORT AREA SCHOOL DISTRICT
M A S D
N
E
S
WHITE OAK BORO (1126)
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
COUNTY REGIONAL PARK
MC KEESPORT CITY (1067)
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
HOLY FAMILY CEM
LINCOLN BORO (1064)
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
YOUGHIOGHENY RIVER
YOUGHIOGHENY RIVER
ALLEGHENY CO
WESTMORELAND CO
ALLEGHENY CO
WESTMORELAND CO
CEM
B&O R R
P&LE

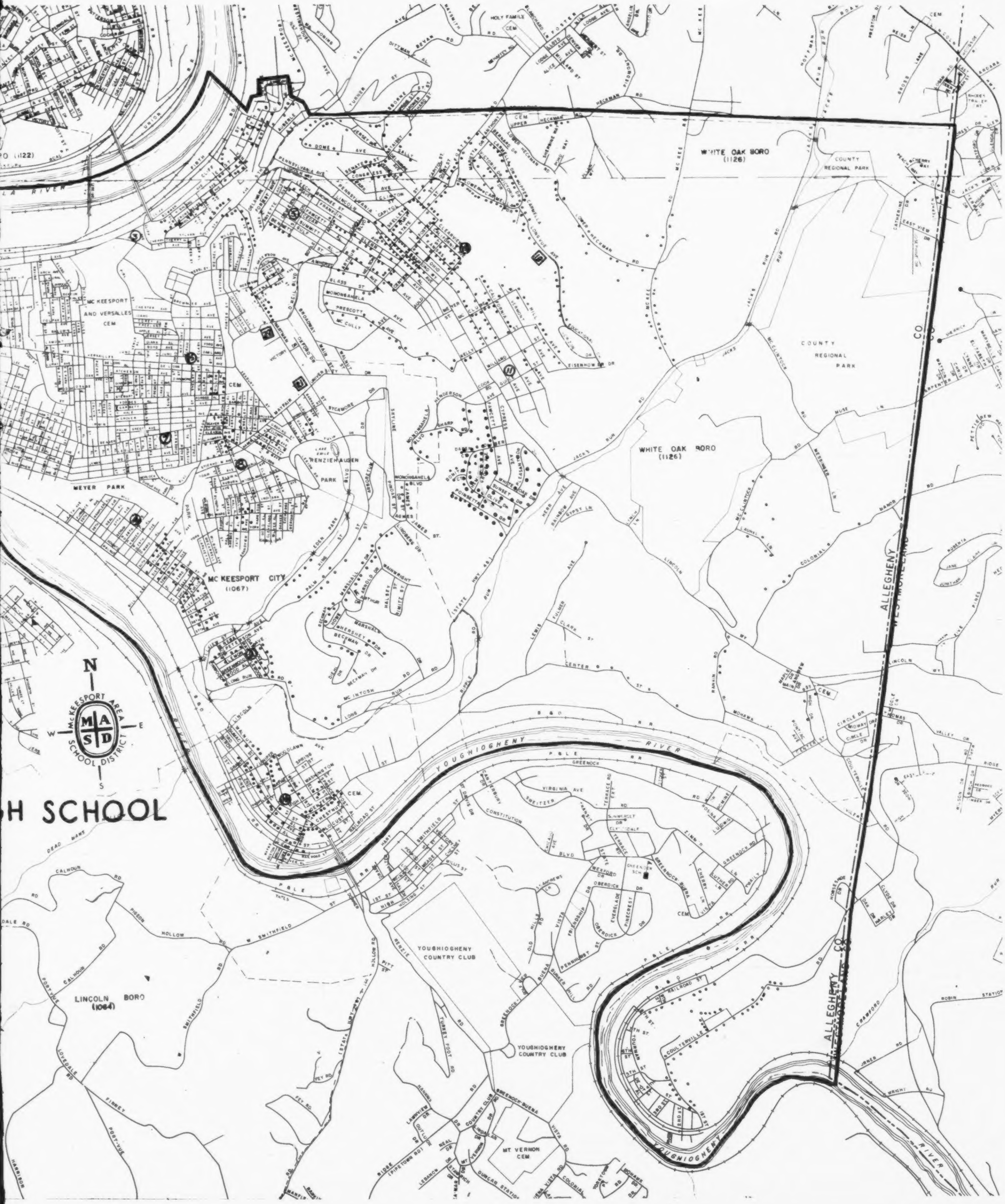

McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
WEST MIFFLIN BORO (1122)
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
MC KEESPORT CITY (1067)
LIBERTY BORO (1063)
LINCOLN BORO (1064)
INDUSTRIAL
INDUSTRIAL AREA
CITY PARK
ST. CLARES CEM
MCKEESPORT AREA SCHOOL DISTRICT
M A S D
N
S
E
W

MAP 3-3

LEGEND

# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

MCCLURE JR. HIGH SCHOOL POPULATION

H SCHOOL
MC KEESPORT AREA SCHOOL DISTRICT
M A S D
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W
WHITE OAK BORO (1126)
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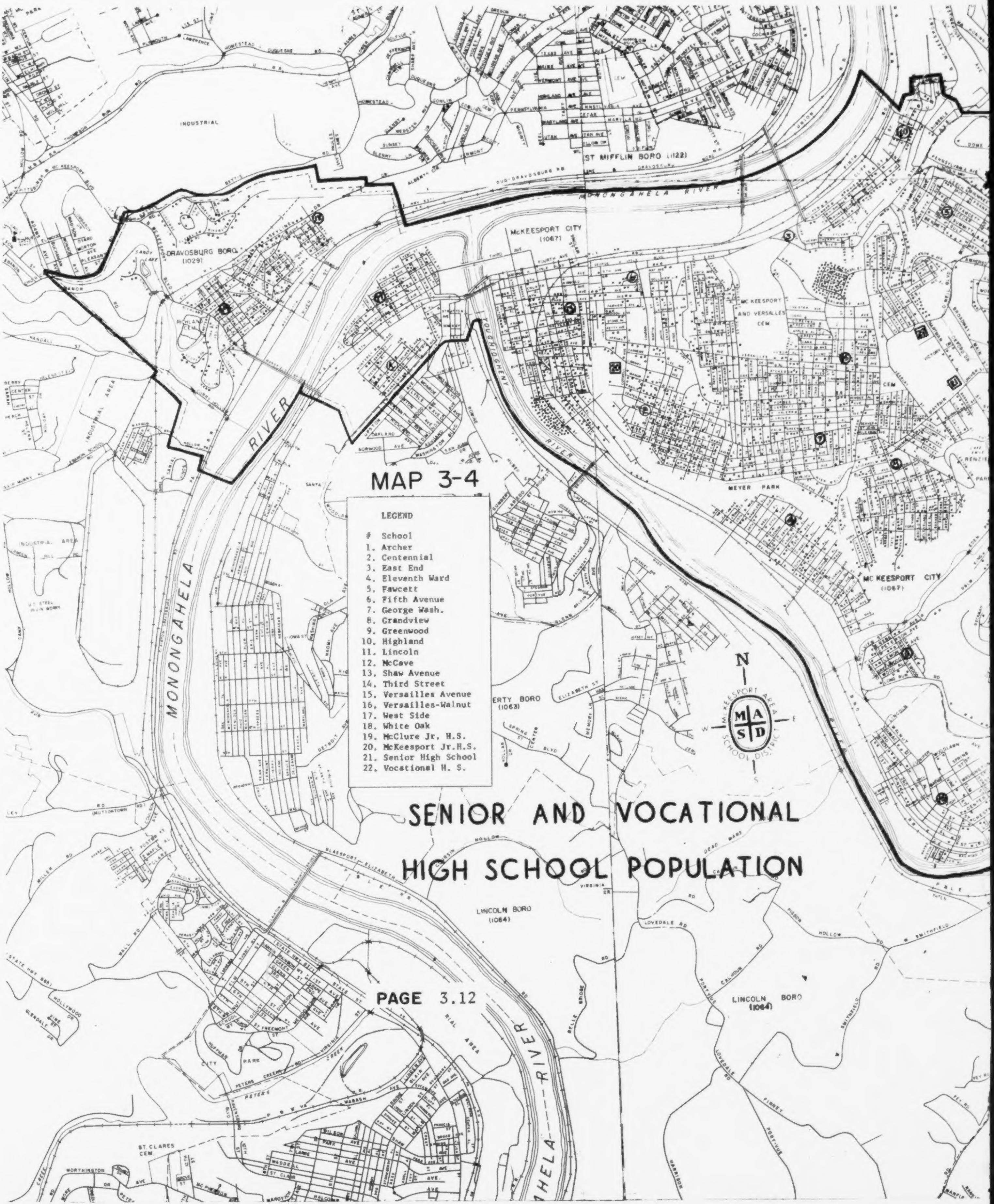
COUNTY REGIONAL PARK
MC KEESPORT CITY (1067)
LINCOLN BORO (1064)
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
HOLY FAMILY CEM
YOUGHIOGHENY RIVER
YOUGHIOGHENY
RIVER
ALLEGHENY CO
WESTMORELAND CO
ALLEGHENY CO
WESTMORELAND CO
GREENOCK SCH
CEM
B & O
P & L E
JACKS RUN RD
LINCOLN WY
(1122)

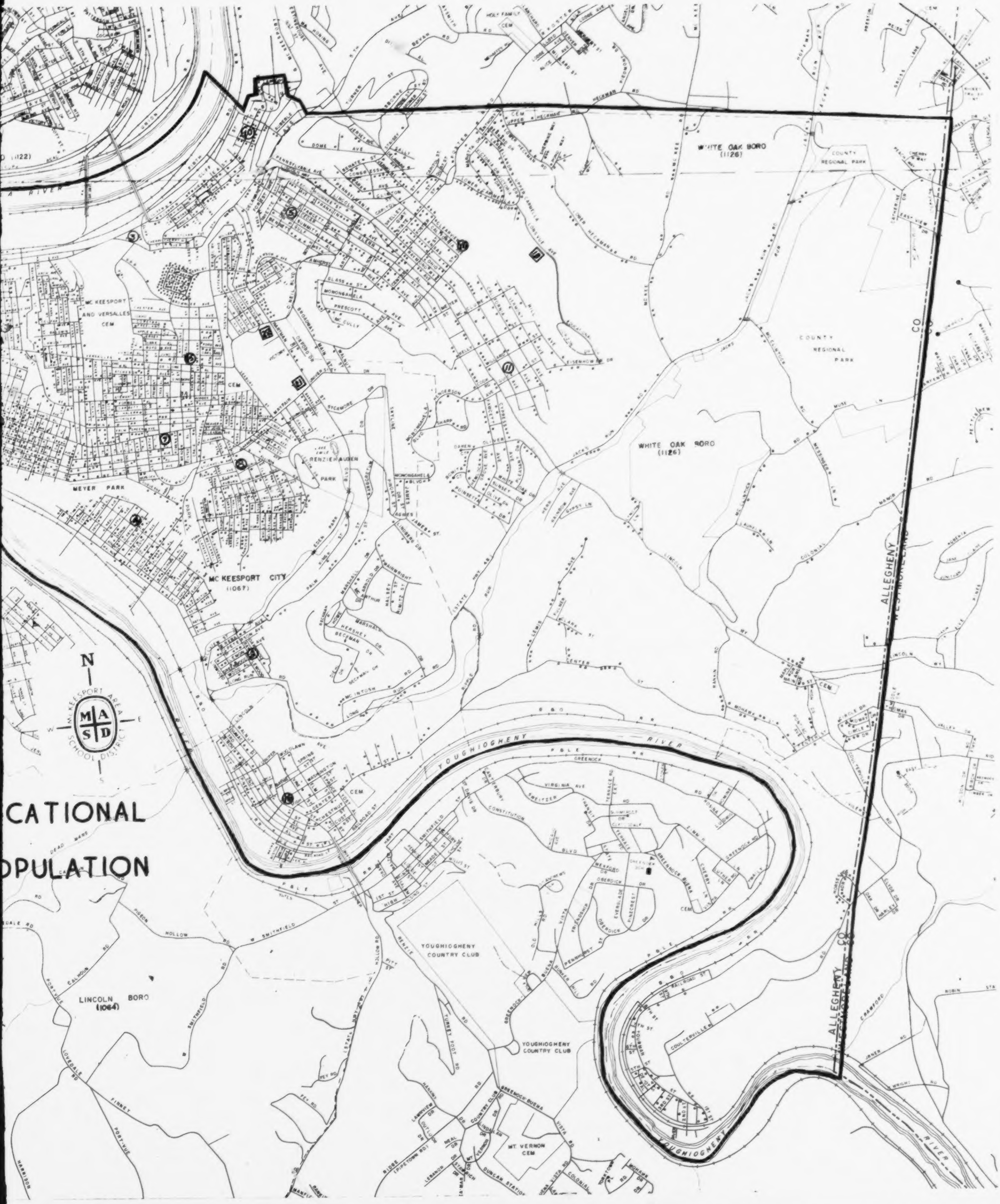

McKEESPORT CITY
(1067)
DRAVOSBURG BORO
(1029)
ST MIFFLIN BORO (1122)
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
McKEESPORT AND VERSAILLES CEM
MEYER PARK
Mc KEESPORT CITY
(1067)
LIBERTY BORO
(1063)
LINCOLN BORO
(1064)
LINCOLN BORO
(1064)
INDUSTRIAL
INDUSTRIAL AREA
INDUSTRIAL AREA
U.S. STEEL IRVIN WORKS
CITY PARK
ST. CLARES CEM
N
S
E
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D

MAP 3-4

LEGEND

- # School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.

SENIOR AND VOCATIONAL HIGH SCHOOL POPULATION

CATIONAL
DPULATION
MC KEESPORT CITY
(1067)
WHITE OAK BORO
(1126)
WHITE OAK BORO
(1126)
LINCOLN BORO
(1064)
(1122)
MC KEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
CEM
COUNTY REGIONAL PARK
COUNTY REGIONAL PARK
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT. VERNON CEM
YOUGHIOGHENY RIVER
YOUGHIOGHENY
RIVER
ALLEGHENY CO
WESTMORELAND CO
ALLEGHENY CO
N
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M A S D
McKEESPORT AREA SCHOOL DISTRICT

SIZE OF SCHOOL AND CLASSES

The general organization of the School District for instruction including grades assigned to each building was provided in the preceding section. Specific building enrollments and building capacity are also available in Table 3-2, found in the section on racial imbalance. Similar information is also in the chapter dealing with the school plant. A review of these sources will clearly reveal crowded conditions in three secondary schools and in a number of the elementary schools. Recommendations to relieve these crowded conditions are found in Chapter IV, School Plant. Crowded schools tend to increase class size, place into service substandard spaces, and limit the wide use of available facilities: all factors which are deleterious to quality education.

In addition to crowded conditions, the ratio of students to teaching personnel also has an important bearing on the quality of education. Even in crowded schools the educational program can be improved by keeping a reasonable ratio between teachers and students and essentially, this has been done in the McKeesport Area Schools. Table 3-1 reveals the ratios over the past ten years and the fact that the ratios have been steadily declining.

TABLE 3-1

Teacher-Pupil Ratio for McKeesport Area Schools 1958 to 1968

(September) Year	Teacher-Pupil Ratio	Number of Teachers	Number of Students
*1958	29.9	303	9070
*1959	30.1	304	9177
*1960	29.1	307	8951
*1961	28.6	311	8893
*1962	28.2	315	8892
*1963	28.0	322	9021
*1964	27.5	317	8714
*1965	26.6	320	8502
**1966	25.6	422	10,808
**1967	25.8	418	10,795
**1968	24.8	427	10,592

*City of McKeesport Schools only

**McKeesport Area School District

It is recommended that efforts be made to continue this trend through selective increases of staff in those instruction areas that have the highest ratio. Some parts of the secondary program need to be relieved as do some elementary buildings. Generally, however, the teacher-pupil ratio need not be considered a major concern and recommendations for increased staff that have been made elsewhere in this study will contribute greatly to the improvement of the ratio.

PLAN FOR ELIMINATION OF RACIAL IMBALANCE

In 1968 the McKeesport Area School District was issued a citation by the Pennsylvania Human Relations Commission which required the school district to make and carry out plans for achieving racial balance in the schools. The first plan submitted by the McKeesport Area School District was rejected by the Commission on July 29, 1968. Subsequently, an Advisory Committee of 59 persons was named by the Board of School Directors and charged with the task of developing plans for achieving racial balance in the schools. Three plans were submitted by the Committee, and from these, one combined plan was drawn and submitted to the Human Relations Commission which approved it on May 12, 1969.

The Shaw Avenue School, 83.4% black, in 1968 was the school that caused the District to be cited by the Commission. Almost all other schools in the district were predominantly white and many were all white. The schools reflected the residents of their neighborhood area and Shaw Avenue School in particular reflected the Public Housing Authority's dual public housing units--one white and one black. If these units were to be integrated, the problem of racially imbalanced schools would be substantially less severe.

In September, 1969, the school district put into effect the plan which had been accepted by the Commission*. This significantly reduced the racial imbalance, as indicated in the school enrollment figures for 1969-1970. It also substantially reduced the number of children attending Shaw, a positive step because of the age of the building and its location and small site.

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*See "A Proposed Plan for Achieving Racial Balance in the Schools of the McKeesport Area School District," published on March 28, 1969 by the McKeesport Area School District.

Also, Shaw is expected to be razed for urban renewal in downtown McKeesport. The current plan to reduce racial imbalance will continue until the physical changes projected for 1975 allow more permanent changes to be made.

The Long Range Development Plan, in accordance with the Commission guide lines, attempts to bring each building to within 30% of the present black pupils among all buildings of the same grade span. In McKeesport, this means that an elementary building should be between approximately 10% and 20% black in enrollment. This goal was achieved by redistricting where that was possible, paring schools where that yielded racial balance, and as a last resort, transporting children between schools. Under this plan, both white and black children will be transported when necessary and some children of each race will be leaving their former school to attend a new school.

Happily, McKeesport has an enrollment which is socially, economically and ethnically mixed and if this healthy mix is retained in each school, no child need feel part of an isolated minority social or ethnic group. Each school will be nearly a microcosm of the cross-section of Americans who live in the school district.

This tends, of course, to stabilize the school enrollment. No school is going to become all black or all white, and no school will even approach a "Tipping point." Parents can feel that the composition of their school is about the same as any other school in the district, and it is going to remain stable in the future.

No plan for statistical balance will succeed without two attributes: an excellent educational program and an attitude (on the part of parents, staff, and children) of genuine acceptance and concern for one's fellow human beings. Without these things the balancing is pro forma.

In drawing up the new attendance areas and projecting the future needs of the school district, the study team personnel tried to satisfy a number of concerns: first, to live within the spirit of the Pennsylvania Human Relations Commission guidelines described above; second, to plan where a new physical plant is necessary, buildings of efficient size to accommodate a large enough enrollment to warrant a full time principal and the expected modern school services. Third, the transportation of children has been kept to a minimum so that insofar as possible children could go to school, particularly in the younger years, near home; fourth, to develop school attendance areas which would reflect, insofar as possible the cross section of Americans who live within the school district; and fifth, to provide a plan which would stabilize the enrollments of schools over the next ten years. Much of the fear, conflict, and flight which has occurred elsewhere in the past occurred because of anxiety over what appeared to residents as rapid, uncontrolled and unpredictable changes in racial balance in schools. After a good deal of study, the team strongly believes such changes are unwarranted and unnecessary in the McKeesport Area School District.

Obviously, these concerns are conflicting; when one concern is met, another is violated. Under these conditions we used our best judgment, within the confines of what was permissible in law and the Commonwealth of Pennsylvania guidelines. Despite best efforts at projecting into the future, things seldom occur exactly the way projections anticipate. Because of this the plan has a great deal of built-in flexibility to enable the school district to follow through on its firm commitment to keep the school buildings from becoming racially imbalanced whatever unforseen events may occur.

UNIT I - NEW SCHOOL IN WESTSIDE SCHOOL AREA

The elementary program will span grades K-5. This school will house all six grades and will serve the Western most end of the school district, a contiguous area around the confluence of the Monongahela and Youghiogheny. It includes the complete districts of Third Street, McCave, West Side and Archer Schools, plus a portion of Shaw District. This area is expected to remain relatively stable over the next ten years, and minor adjustments in the boundary of the attendance area in McKeesport will help insure the stability.

FIFTH AVENUE SCHOOL AREA

This relatively new school is slated to remain for the next 10-15 years. During that time, the area is not expected to exhibit much change in enrollment. The change to a K-5 school will, however, enable some boundary extension into the former Shaw area, thus helping to relieve racial imbalance.

CENTENNIAL - GEORGE WASHINGTON AREA

This is an area of slow ethnic change which present evidence indicates will continue over the expected 10-15 year life of the remaining buildings: Centennial, George Washington, and Grandview Annex. Taken as a unit, the racial balance now and in the forseeable future is about the same as the school district's. Any changes likely to occur over the next 10-15 years can be accommodated by moving boundaries a small distance. By the end of that period major changes can be met through a new school and a new attendance area.

When the Shaw Avenue School is razed for urban renewal, the model school, which so far has been successful as an environment for innovation and staff creativity, will need a new home. This area would lend itself well.

Centennial could be used as a primary unit, encouraging staff to concentrate on child development and learning resources for very young children. Except for a needed cafeteria, the facility would be best suited to primary use. George Washington, on the other hand, lends itself well to the intermediate grades. It has the facilities necessary for the increasing specialization and variety of instruction and teaching tools at the intermediate grades. Carrying the model school concept to George Washington also would permit concentration on the learning and teaching problems of a rather well defined group, and would establish a climate for innovation and evaluation of teaching techniques and learning styles characteristic of an age group. There is no reason why either school would have to be "graded" in the conventional sense.

The boundaries of this area would approximate the present boundaries of Centennial, George Washington and Grandview. Some bus transportation will be necessary. Grandview Annex, because of its small size and lack of education facilities lends itself to other uses, such as an administrative center.

ELEVENTH WARD AREA

The boundary will be essentially similar to that of the 1969-1970 school year. The population of the area is expected to remain stable over the projected life of the building. Few children will need transportation.

UNIT II - NEW SCHOOL IN HIGHLAND, FAWCETT, EAST END AND VERSAILLES AVENUE SCHOOL AREA

The area will be substantially the same as the area of the schools to be replaced in 1973; Highland, Fawcett, East End, Versailles Avenue. The population is expected to remain stable. Some children will have to be transported within the area and from the former Shaw school area.

UNIT III - NEW SCHOOL IN THE LINCOLN SCHOOL AREA

The area comprises Lincoln School attendance area plus some of the former White Oak area, to relieve overcrowding in White Oak Elementary School. Also, children will be transported from two additional areas--all of the South Versailles Township, and some children from the Shaw Area. This will yield about 650 students, a good number considering that the Unit III area is the only one where substantial growth is expected to take place over the next ten years. We estimate about 400 pupils growth (K-5) over the next ten years, yielding a total enrollment of slightly over 1,000. The district should watch the area carefully and build Unit III so that it can be added to efficiently and easily.

WHITE OAK AREA

White Oak Elementary School is projected to remain for an indefinite period of time. At present it is too crowded, and the elementary buildings are being designed to relieve that overcrowding. Therefore, the present attendance area will be reduced somewhat, with some of the White Oak area going to the new Unit III building. Otherwise, the composition of the school will be similar to what it is in 1969-1970.

GREENWOOD SCHOOL AREA

Since this building is to be retained for 10-15 years and the enrollment is expected to be stable, the school boundaries will remain similar to what they are in 1969. When the sixth grade is moved out, there will be some room for Shaw students and it is expected about 25 will be transported.

VERSAILLES-WALNUT SCHOOL AREA

The proposed Versailles-Walnut enrollment is the one exception to the Human Relations Commission guidelines. This study proposes retaining the actual attendance area enrollment which approximately fills the school and is about 95% white. We suggest this because the school is about the right size to serve a fairly compact natural attendance area which has already experienced a measure of residential and school racial balance. Strict compliance with Commission guidelines would mean that a small number (15-30) of black children would be transported to the school. But such transportation will not substantially reduce the serious imbalance of the Shaw Avenue School area nor will it integrate an all white school.

MIDDLE SCHOOLS (Grades 6-8)

All children enrolled in grades 6-8 will go to one of the two middle schools, the present McKeesport Junior High School or McClure Junior High School. Present and projected enrollments by race are shown in the accompanying tables.

Balance between the two middle schools is achieved as closely as possible while trying to retain the principle of not splitting elementary school enrollments between two middle schools. There are several feeder elementary schools that can just as easily feed one middle school as the other. With this in mind, the school district over the next ten years can change the pattern of feeder schools in order to maintain a good education program and avoid racial imbalance.

HIGH SCHOOL (Grades 9-12)

All students in grades 9-12 will go to one McKeesport Area Senior High School. Present and projected enrollments by race are shown in accompanying tables.

TABLE 3-2

Racial Balance - Elementary Schools

	K-6 Enrollment 1969								K-5 - 1974 Projected Enrollment				K-5 - 1979 Projected Enrollment			
Attendance Area	Total	White	Black	Black %	Old Attendance Area	White	Black	New Attendance Area	Total	White	Black	Black %	Total	White	Black	Black %
Shaw* (540)	391	210	181	46.3	Shaw(partial)	17	83									
West Side* (390)	233	217	16	6.9	West Side	145	21									
Archer* (150)	63	63	0	0	Archer	57	1	Unit I	563	458	105	18.7	595	479	116	19
Third St.* (210)	186	174	12	6.5	Third Street	150										
McCave* (180)	132	119	13	9.9	McCave	89										
Fifth Ave. (210)	202	180	22	10.9	Fifth Ave.	144		Fifth Ave.	194	154	40	20.0	194	154	40	20
					Shaw(partial)	10	40									
Centennial (750)	628	404	224	35.7	Centennial	301	210	(Centennial-								
Geo. Wash. (660)	516	476	40	7.8	Geo. Wash.	372	28	(Geo. Wash.								
Grandview* (300)	425	383	42	9.9	Grandview	341			1252	1014	238	19.0	1262	1014	248	19
" "Annex(180)																
Elev. Ward (300)	281	258	23	8.2	Elev. Ward	218	6	Elev. Ward	278	227	51	18.3	283	227	56	19
					Shaw(partial)	9	50									
Highland* (240)	97	97	0	0	Highland	89										
Fawcett* (270)	207	184	23	11.1	Fawcett	174										
East End* (360)	204	183	21	10.3	East End	165	12	Unit II	809	702	107	14.2	899	742	157	17
Vers. Ave.* (360)	321	302	19	6	Vers. Ave.	246	5									
					Shaw(partial)	18	120									
Lincoln* (300)	304	275	29	9.6	Lincoln	277										
					White Oak(part.)	495		Unit III	902	782	120	13.3	1027	912	115	11
					Shaw(partial)	10	90									
Greenwood (240)	224	199	25	11.2	Greenwood	151										
					Shaw(partial)	4	21	Greenwood	176	155	21	12.0	201	175	26	13
White Oak (660)	729	689	40	5.5	White Oak	489										
					Shaw(partial)	8	75	White Oak	572	497	75	12.8	736	622	114	15
Vers.-Wal. (390)	258	220	38	14.7	Vers.-Wal.	157	10	Vers.-Wal.	172	157	15	8.7	207	177	30	14
TOTALS	5401	4633	768	14.2		4136	772		4918	4146	772	15.7	5404	4502	902	17

Figures in ( ) are building capacity

*Building to be removed from service in 1974

FLOW CHART, SCHOOL ATTENDANCE AREAS

1968

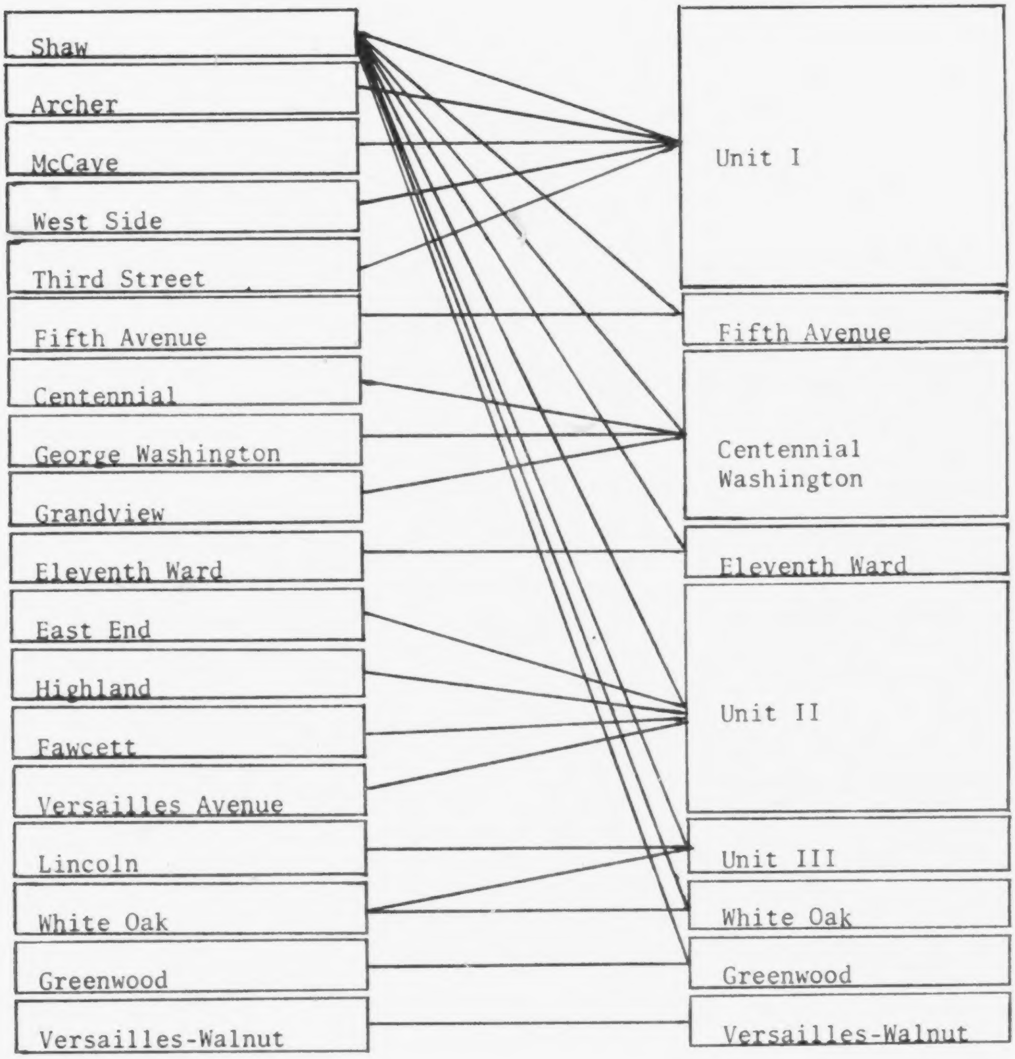

Shaw
Archer
McCave
West Side
Third Street
Fifth Avenue
Centennial
George Washington
Grandview
Eleventh Ward
East End
Highland
Fawcett
Versailles Avenue
Lincoln
White Oak
Greenwood
Versailles-Walnut
Unit I
Fifth Avenue
Centennial Washington
Eleventh Ward
Unit II
Unit III
White Oak
Greenwood
Versailles-Walnut

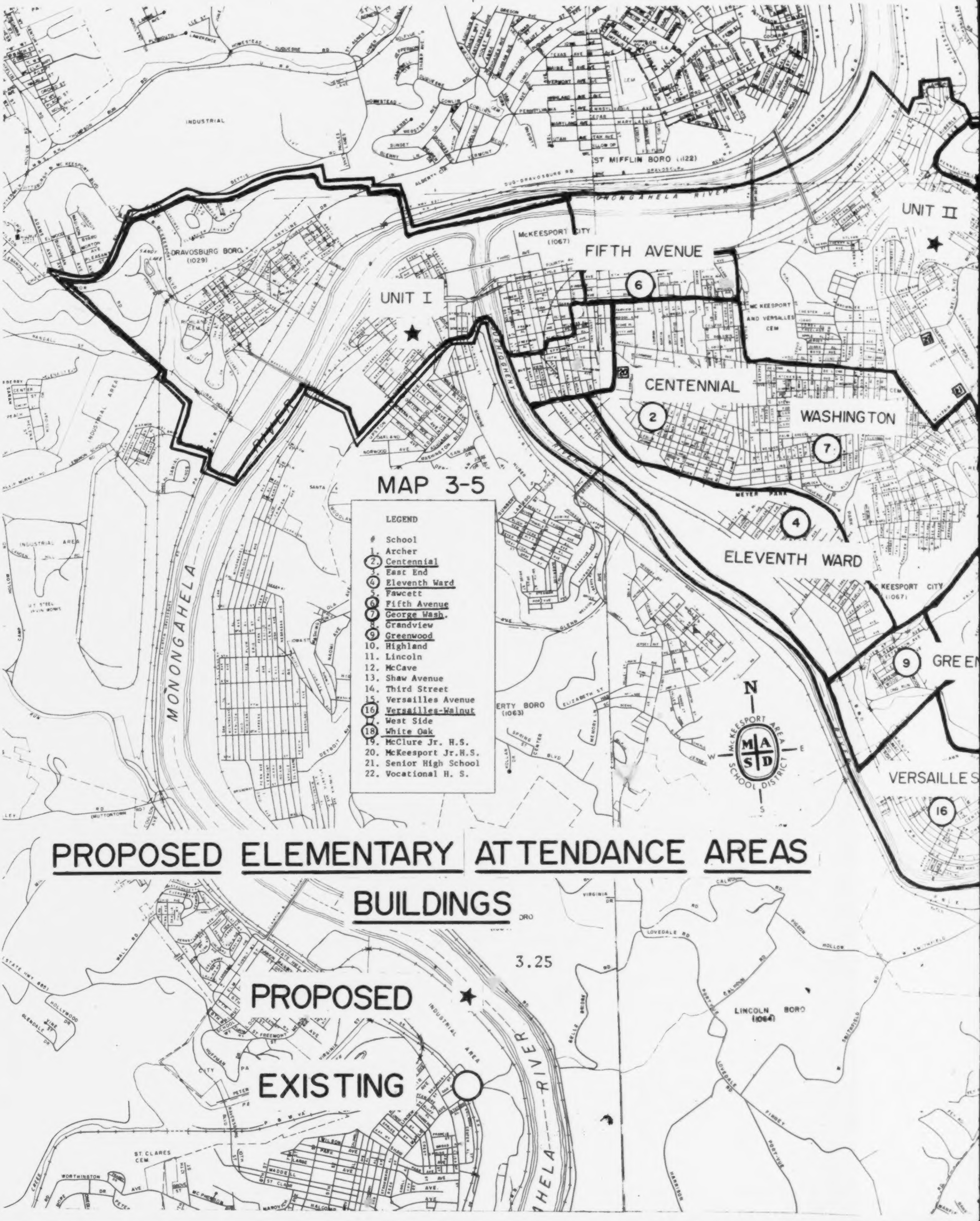
TABLE 3-3

RACIAL BALANCE SECONDARY SCHOOLS

		Grades 7-9 Enrollment 1968				Grades 7-9 Enrollment 1969					Grades 6-8 Projected Enrollment 1973				Grades 6-8 Projected Enrollment 1974			
Building	Capac-ity	Total	White	Black	Black%	Total	White	Black	Black%	Capac-ity Added	Total	White	Black	Black%	Total	White	Black	Black%
* McKeesport	1539	1505	1221	284	18.9	1471	1217	254	17.2		1331	1128	193	14.5	1310	1102	198	15.1
**McClure	879	957	942	15	1.6	973	943	30	3.1		758	686	82	10.8	785	711	84	10.7
Subtotal	2418	2462	2163	299	12.1	2444	2160	284	11.6		2089	1814	275	13.2	2095	1813	282	13.4
		Grades 10-12				Grades 10-12					Grades 9-12				Grades 9-12			
Senior High Vocational	2256	2602	2352	250	9.6	2565	2292	273	10.6	1200	3152	2810	345	10.9	3098	2753	345	11.1
TOTAL	4674	5064	4515	549	10.8	5009	4452	557	11.1		5254	4624	620	11.8	5193	4566	627	12.1

Grades 6-8 Projected Enrollment 1975				Grades 6-8 Projected Enrollment 1976				Grades 6-8 Projected Enrollment 1977				Grades 6-8 Projected Enrollment 1978				Grades 6-8 Projected Enrollment 1979			
Total	White	Black	Black%	Total	White	Black	Black%	Total	White	Black	Black%	Total	White	Black	Black%	Total	White	Black	Black%
1415	1197	218	15.1	1467	1247	220	14.9	1493	1273	220	14.7	1526	1303	223	14.6	1529	1306	223	14.6
997	867	130	13.3	1018	879	139	13.6	1036	891	145	13.9	1057	907	150	14.1	1063	912	151	14.2
2412	2064	348	14.3	2485	2126	359	14.4	2529	2164	365	14.4	2583	2210	373	14.4	2592	2218	374	14.4
Grades 9-12				Grades 9-12				Grades 9-12				Grades 9-12				Grades 9-12			
3225	2834	391	12.1	3129	2750	379	12.1	3104	2727	377	12.1	3019	2650	369	12.2	3135	2752	383	12.2
5637	4898	739	13.1	5602	4876	738	13.2	5633	4891	742	13.4	5602	4860	742	13.2	5727	4970	757	13.2

Beginning September 1973 pupils will come from the following elementary schools:
    Unit I, Unit II, Fifth Avenue, Centennial, Washington, 11th Ward
Beginning September 1973 pupils will come from the following elementary schools:
    Unit III, White Oak, Versailles-Walnut, Greenwood
Versailles-Walnut is proposed as a school which can feed either middle school as enrollment might require.



MAP 3-5

PROPOSED ELEMENTARY ATTENDANCE AREAS BUILDINGS

LEGEND
# School
1. Archer
② Centennial
3. East End
④ Eleventh Ward
5. Fawcett
⑥ Fifth Avenue
⑦ George Wash.
8. Grandview
⑨ Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
⑯ Versailles-Walnut
17. West Side
⑱ White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
UNIT I
UNIT II
FIFTH AVENUE
6
CENTENNIAL
2
WASHINGTON
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ELEVENTH WARD
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9
GREEN
VERSAILLES
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MONONGAHELA RIVER
YOUGHIOGHENY RIVER
DRAVOSBURG BORO (1029)
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WEST MIFFLIN BORO (1122)
LIBERTY BORO (1063)
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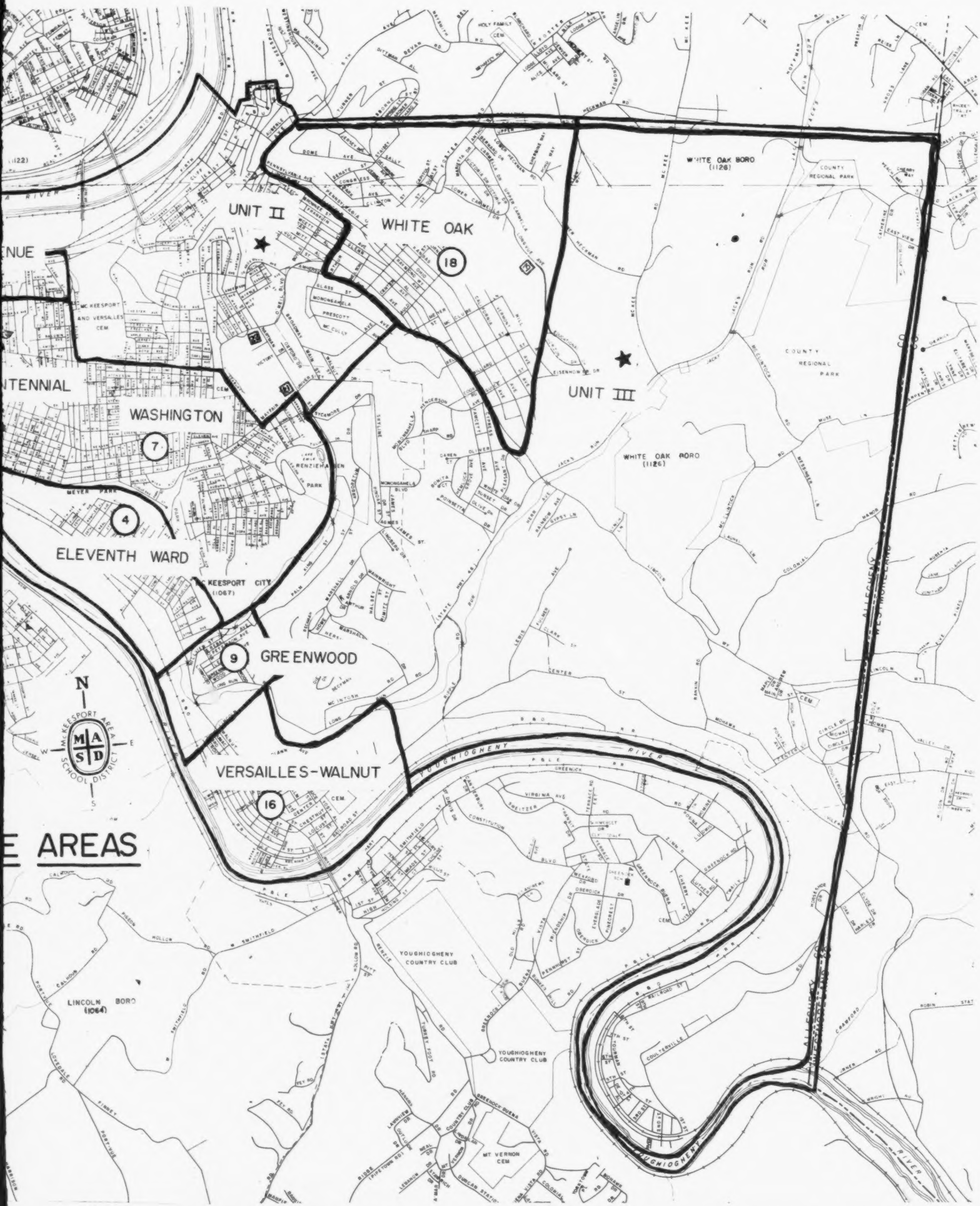
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UNIT III
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
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PROGRAM OF STUDIES

PRESENT ELEMENTARY PROGRAM

The instructional programs of the McKeesport Area School District's elementary schools are based on the self-contained classroom concept with the teacher responsible for the instruction of 25 to 32 pupils. The teacher presents to the students all the material for all subjects. There are subject supervisors in music, art, and physical education upon which the teacher may call for improving the classroom program in these areas. However, teaching specialists in these areas would greatly improve the instruction of these subjects as the average elementary classroom teacher lacks required special skills, talent, and training for these subjects. The addition of teaching specialists is strongly recommended.

The elementary program is under the overall direction of an Assistant to the Superintendent in Charge of Elementary Education. Ten elementary principals serve the 18 buildings.

A ready supply of teaching materials is available at each building. In addition, each building is equipped with the expected audio-visual devices including 16MM film projectors, overhead projectors, filmstrip projectors, tape recorders, record players to list but a few. Some equipment acquisition is necessary to bring the district schools to the levels recommended by D.A.V.I. but the schools can be considered to be adequately equipped.

Central library facilities, exist in ten of the elementary buildings. Six librarians serve these ten libraries. Subject to other considerations, such as a proposed building program, steps should be taken immediately to improve this aspect of the elementary program. Considering the current trends in instructional techniques, independent study, etc., the elementary school child without good library facilities in his school is operating under a genuine handicap.

Nurse and Health Services are provided to all buildings. The standard of one nurse for each 1500 pupils is met. In addition to the school nurses, a dental hygienists and a dental assistant are employed to serve the elementary schools. School physicians are retained for the necessary physical examinations.

When they were originally constructed, the elementary schools were intended to serve the surrounding area. More recently because of the implementation of a program to eliminate racial imbalance, the neighborhood attendance area policy has been modified to the extent that a number of children, sufficient to improve racial balance, are transported from the school attendance area in which they reside, to a school in a different attendance area.

A change from the traditional self-contained classroom instructional model is being attempted at some elementary schools in the district. An example is the Model School Program being operated at the Shaw School. This program is described in detail in another part of this plan but it can be noted here that this program embraces much of the best instructional techniques currently practiced in the educational world and is a dramatic departure from previous methods of serving children with educational deficiencies. There is little question that these techniques will spread to other schools in McKeesport Area School District as well as to schools in other districts.

A more detailed overview of the objectives and programs of the elementary schools along with some proposals for the future follows in the next two sections.

KINDERGARTEN

PRESENT PROGRAM

The kindergarten program is designed to prepare young children emotionally, physically, socially and mentally for the school situation. This includes attitudes, habits, skills and interests which are conductive to success in school. The needs of each child are met through the individualization of instruction which draws from those areas important in the elementary school curriculum.

PROPOSED PROGRAM

The basic goals of the kindergarten program will continue to be emphasized with the program becoming a more integrated and flexible one. The development of communication skills through a variety of media, a positive self-image, creativity, problem solving, cognitive skills, independence and group membership in the class and in society will be fostered.

Greater parent involvement in children's school programs will be encouraged. Importance of this initial year of learning in the public school will be articulated. Continued use of the community resources and other media will be extended as this use relates to learning for kindergarten children.

PRESENT PROGRAM: READING

Reading is taught to all children at all grade levels, one through six. Most classrooms are self-contained and children are grouped within the classroom according to reading ability.

The major purpose of the reading program is to give children the skills and abilities necessary to analyze words. The intent is to eventually provide the children with the facilities to read independently.

In grades one through 3 a basic reading text is used which provides the basic program. The program has a strong phonetic approach and has initial phonetic learnings. Reading is taught approximately two hours per day in grades one and two and approximately one and one half hours in three through six.

In grades four through six a more traditional sight learning textbook series is used. There are, however, a great many supplementary materials in use in these grades. Reading is taught one hour per day in the intermediate grades.

PROPOSED PROGRAM: READING

The proposed program will focus upon individuals. Developing a broad background of experience will be an integral part of each classroom. Children will be asked or helped to react. Reading for enjoyment will permeate the total climate and a wealth of different materials will help the child to realize this goal. A multi-text and multi-material program will be used.

PRESENT PROGRAM: LANGUAGE ARTS

The language arts program at the elementary level is presently segmented into spelling, handwriting and English. The emphasis in the handwriting program is on the development of legibility, uniform slant, size, alignment, proper body position and favorable attitudes toward good handwriting. The Peterson system is the basic program. Instruction in all grades one through six, is for two periods per week.

Spelling is taught as a separate subject in all grades, one through six. A single textbook series is used in all grades. The text provides the basic program. The program is correlated with the reading program.

The English program varies by grade level. In grades one and two the language development is a part of the basic reading program. In grades three through six, a separate text is used which provides the basic program. This program is a traditional program rather than the linguistic approach to language that newer programs use. In the traditional program in use there is, however, an attempt to build all the communication skills of listening, speaking, writing and reading.

PROPOSED PROGRAM: LANGUAGE ARTS

The elementary language arts program is to be a correlated approach in a language arts block, rather than a separate approach to spelling, handwriting, and English. The major emphasis will be on attention to individual abilities and needs, with minimum performance levels set at each grade level.

PRESENT PROGRAM: MATHEMATICS

Mathematics in grades one through six emphasizes development of computational skills and problem solving ability as well as an understanding of base 10 and other systems of numeration. The text and enrichment materials are used to vary the work so that all children can experience success.

The program one through six is a modern math program using a basic text.

In grades one through three the emphasis is upon learning mathematic vocabulary, appropriate computational skills, and certain mathematic processes such as set theory.

In grade four the same studies continue with introduction of special studies including fractions, other mathematic systems and geometry.

In grades five through six addition studies are introduced. These include decimals, geometry, percent, number bases other than ten.

PROPOSED PROGRAM: MATHEMATICS

A non-graded, multi-text program is proposed to permit students to proceed at individual rates. Flexible groupings would be utilized alone with a variety of materials. Workshops would be planned for exhange of ideas and to acquaint the faculty with promising methods and materials.

PRESENT PROGRAM: ART

Art is taught to all grade levels, kindergarten through sixth grade, two periods a week. Classes are conducted in a self-contained, heterogeneously grouped environment designed to introduce a variety of art experiences and to teach basic art terms and concepts. Art supervisors are available as a resource for the regular classroom teachers and they have demonstration lessons in each classroom every two weeks, in the Elementary area. With such a small staff spread over a large area, only a minumum of art classes per week can be adequately staffed and planned for. Little or no follow-through for each lesson is the end result. Materials, equipment, art rooms and storage space are also in short supply. Beginnings of a good staff do exist but additional personnel, space and materials stand out as the major inadequacies of the present program.

In grades one through three, the program focuses on development of the skills of pasting, paper cutting, fundamentals of painting and introduction to clay. The concern is with the process rather than the products. Creativity is encouraged through innovation and the child self-satisfaction with his effects.

In grades four and five the program builds on skills already achieved. The child is encouraged to use the various media to generated products of his own choice.

No text materials are used in the elementary program.

PROPOSED PROGRAM: ART

The proposed art program will continue to provide a meaningful and varied art experience with children. The new curriculum will provide a scope and sequence in keeping with the general educational objectives of the State and Nation.

Methods, materials and equipment necessary to establish the new program will include:

1. An increase of art staff to meet the following requirements:
    a. minimum of 100 minutes per week with a certified art teacher
2. One period a day for preparation, planning and display, and time for developing appreciation programs including field trips and the utilization of interested volunteers, guest artists and the general community at large.
3. A large variety of materials and supplies together with rooms equipped for art activities including sinks and storage space for present and future equipment.
4. Correlation of programs between the elementary and secondary schools.

The pupils working with the teacher will be given an opportunity to judge and evaluate all art experiences in the new program.

PRESENT PROGRAM: MUSIC

The present program features both vocal and instrumental instruction throughout the system. At the elementary level, the program lacks suitable rooms for effective instruction. A shortage of music specialists in the elementary schools has resulted in a limited exposure for students in this area.

Two programs of music are operating in the elementary schools. A general music education program is valuable to all students and a special instrumental program is available to the students above third grade.

The music program is the responsibility of the classroom teacher and the music specialist who visits each classroom every two weeks.

In the primary grades emphasis is on rhythm training, singing voice, and the introduction to music theory. About 50 percent of the program activities are vocal. Music is taught in three 30 minute periods per week.

In grades four through six the vocal program is continued and additional skills of selective listening and rhythm are included. Vocal training continues in these grades.

In two buildings the Orff-Kodaly program has been introduced. In this program the student plays and sings at the same time, developing the students conscious and subconscious. This program supplements the traditional program used in the other building.

PROPOSED PROGRAM: MUSIC

In order to provide a more extensive experience for elementary children, additional music specialists shall be added to the staff. Suitable physical facilities shall be added accordingly.

A therapeutic music program will be provided for special education students. The expansion of the Orff-Kodaly program to all other buildings in the school system will be carried out. .

PRESENT PROGRAM: SOCIAL STUDIES

The objectives for the present social studies curriculum are focused on two areas. The first area consists of developing processes within the student so that he will be able to operate independently and rationally (i.e., think critically, develop a questioning mind, develop social skills, accept all persons). The second area concentrates on content skills (i.e., know own culture, contrast and compare other societies).

To accomplish these objectives the social studies program uses a basic text which provides the basic program along with supplementary material such as filmstrips, 16 MM films, library resources, and current events publications.

The program in grades one and two is designed to make children more aware of their immediate surrounding. In grade one, this study concerns the home and school while in grade two the focus is on the people and occupations the child is coming into contact with in his growing world. Published materials are available but activities provide the bulk of the learning experiences. In both grades social studies is a formal subject of two periods a week.

The program in grade three makes considerable use of published materials and the text provides the basic program. The focus of the study is on United States' cities. Activities and field trips supplement the published materials. Social Studies is taught three periods a week.

Grades four, five and six have a combined geography and history or social studies program. A multi-text with many supplementary materials are the resources for the program. Areas of studies in the fourth grade are Regional Studies of the World, emphasizing economic geography, and culture. Pennsylvania history is also taught. In the fifth grade the United States is the area studied while in the sixth grade Latin America is the area studied. In all these grades there is a 40 minute period per day devoted to social studies. Teaching is done by the self-contained classroom teacher.

PROPOSED PROGRAM: SOCIAL STUDIES

The proposed program for the elementary social studies is based on a global objective: "To change the child's attitude of his relationship toward himself, his home, his community, his country and our world."

Numerous strategies have been proposed to help the students attain the above objective. One group of strategies suggest the possibility that instruction should be individualized:

1. The program should be flexible--no time limit should be set
2. When a child's sensitivity period of learning a region is most keen, he should study that region even though most of the group is on an entirely different region, and
3. Schedules must be flexible

A second group of suggestions are concerned with pupil and teacher evaluation:

1. For pupils: 'S' will be used to represent satisfactory progress and 'U' for unsatisfactory progress

PRESENT PROGRAM: SCIENCE

Science in grades one through six emphasizes recognizing, problem solving, classifying, measuring and other skills necessary to providing basic scientific understandings. The learning experience is further strengthened by use of primary grade science kits, field trips, audio-visual materials and use of reference facilities.

Teaching science in all grades, one through six, is the responsibility of the self-contained classroom teacher.

In grades one and two, the science program is informal and consists of discussions about materials included in the current event publications and discussion of current happenings. Demonstrations are occasionally carried out using science kit materials. In several buildings S.A.P.A. materials have been implemented.

Grade three is the first grade at which science is taught as a separate formal subject. The study in this grade focuses on a general science approach with considerable skill building. A basic text is available and provides the basic program. Science is taught three periods a week.

Grades four through six also have separate formal science instruction. A basic text is used in all grades. The sequence in grades four through six is based on a spiral approach. In all grades the student will deal with a unit on biology, chemistry, physical science, space science climate and meterology, and geology. Science is taught four periods a week in the intermediate grades.

PROPOSED PROGRAM: SCIENCE

A departmentalized science program is proposed with sufficient flexibility to allow for multi-text, workshop and laboratory experiences. Use of the inquiry teaching mode will further facilitate application of advanced learning techniques.

PRESENT PROGRAM: HEALTH EDUCATION

There is no formal health education program in the elementary school, however, health is incorporated in science lessons taught by classroom teachers.

Very minimal experiences are provided to teach children about cleanliness, grooming, nutrition, personal safety, community health hazards and human development (physical, mental and emotional health).

A period is devoted to health instruction. All instruction is by the classroom teacher.

PROPOSED PROGRAM: HEALTH EDUCATION

The proposed health education program shall strive to increase the availability of health education resources, particularly modern textbooks, film strips, films, models and trained personnel. An in-service orientation program shall be implemented to train teachers to teach health education.

A strong attempt shall be made to encourage the teaching of health as a separate school subject. This can be accomplished by hiring certified health education specialists and offering health education more than once per week, preferably three to five times per week.

PRESENT PROGRAM: PHYSICAL EDUCATION

Physical education opportunities are available for children in grades one through six. A variety of movement experiences are offered to help students develop physical fitness and recreational sports skills. Some self-testing activities are included to determine physical and motor development.

In grades one and two all activities are designed to aid development of coordination and muscle development. In grade three elementary team game experiences are added. In grades four through six, some sport skills are introduced. Program emphasis, however, is still coordination and this is accomplished through tumbling, balance beam training, gymnastics and some rhythmics.

The present program has limited equipment, facilities, storage areas and playing space. Classes are quite large. There is no written curriculum guide for physical education. Very little effort is made to provide physical education for children with physical handicaps, illnesses or other kinds of exceptionality.

PROPOSED PROGRAM: PHYSICAL EDUCATION

The physical education program will continue to provide opportunities for development of physical fitness (strength, balance, agility, coordination and endurance) and recreational sports skills. In the elementary school, regular and adapted classes shall be conducted at least three times per week under the direction of a physical education specialist. More coeducational classes will be taught at all grade levels.

PRESENT SECONDARY PROGRAM

The secondary program in the McKeesport Area Schools is organized with grades 7-9 in a junior high school program and grades 10-12 in a senior high school program.

The secondary program is directed by an Assistant to the Superintendent. Four principals have the responsibility for operation of four buildings. There are two junior high school principals, a senior high school principal and a principal in the vocational building even though that building is a part of the senior high program. In addition, there is an Assistant Principal in each building and there is an Administrative Assistant in the McKeesport Junior High School. There are 242 professional employees in the secondary program. In general, the secondary building can be considered educationally sound. They are traditionally constructed but have all the necessary facilities. They are somewhat over crowded. There is little problem regarding the supply of teaching materials or the various audio-visual equipment.

The junior high school students are basically block scheduled with students following a required program with limited options. All requirements of the Pennsylvania Department of Education for these grades are met. Course offerings are designed to give the junior high student some exploratory experiences.

The senior high school students are individually scheduled and have a choice of three programs of study. An academic program is offered and it is primarily a college preparation program. The other two formal programs are Business Education and Vocational-Technical. Both of these courses are a direct preparation for post high school employment. Students who do not elect either of the latter must develop a program within the Academic program. Fortunately, there is a fairly broad spectrum course offering which makes it possible to tailor in a limited way a program for non-college students.

PRESENT PROGRAM: READING

The present program of the junior high school is a continuation and a refinement of those goals and objectives of the elementary school. The junior high program extends those skills and abilities necessary to analyze words. However, this is expanded to encompass the content areas.

The reading program is one aspect of the departmental structure of the junior high. Each class is heterogeneous by group and small groups. Teaching within each class is primarily by teacher choice and desire.

There is a wealth of material for the average child and there is both a developmental and remedial program.

PROPOSED PROGRAM: READING

The proposed program at the junior high level will focus on the individual. Through a concerted effort by the school, evaluation and diagnosis of reading difficulties will determine a student's program. Pre-tests and achievement tests will help determine a student's progress.

In order to help this individualized program, additional remedial instruction will be needed. Multi-level material, enrichment activities, creative writing and group discussion should permeate all aspects of the program. Additional resource teachers must be available to assist teachers. A closer working relationship among the entire staff will be needed to provide a total effort for improvement.

This new program will demand in-service programs that demonstrate, instruct and explore many possibilities. Total staff involvement being a major force in bringing about this change must deal with more up-to-date materials, methods, evaluation, and the process of change.

PRESENT PROGRAM: LATIN

Four years of Latin is available to students with flexibility of offerings. Instruction is conducted in homogeneous groups. Courses include:

Latin I	1 credit	5 pd/week	Full year

Introduces the student to the language through the sound of Latin vowels and consonants to the pronunciation of Latin words. Reading the Latin aloud preceding translation is an important part of the learning process during the entire first year. Vocabulary forms of all words are stressed, along with their relation to the modern languages. Discussion of Roman customs, history, gods, and heroes are an integral part of the course. Each student is required to produce a project during the fourth six-week period each year.

Latin II	1 credit	5 pd/week	Full year

Opens with a review of the salient points of grammar studied in Latin I and thorough vocabulary review. After the first six weeks, the emphasis switches to translation. As the more difficult grammatical forms come up in translation, they are thoroughly discussed and studied with the grammatical references in the textbook in use. By the close of the second year, students should have a facility in translation.

Latin III	1 credit	5 pd/week	Full year

Provides an opportunity for versatility in subject matter. By this time, those students who have learned how to translate from the Latin to the English are anxious to try "real" Latin, not "made" Latin. The Metamorphosis of Ovid, selections from the Fasti, selections from Cicero's "Orations" and "Letters", all improve the student's ability to translate, and prepare him for the great poet Vergil's masterpiece, The Aeneid.

Latin IV	1 credit	5 pd/week	Full year

The Aeneid

This epic poem of vergil's may be handled in several different ways. Book II first because it catches the reader "translater" up into the climax of the action; Book I first because it sets the stage; Book IV first because it tells one of the world's most beautiful and poignant love stories. Fourth year Latin students should be capable of translating The Aeneid and finding it a pleasure, not a chore.

PROPOSED PROGRAM: LATIN

The projected program in Latin will pursue basically the same goals which are now an integral part of instruction. However, a lengthier and improved introductory course is contemplated.

The program will be deepened and enriched through the translation of Latin literature and a study of its influence on the arts. To provide balance within the program, relationships of Latin to other course work will be attempted.

PRESENT PROGRAM: MODERN FOREIGN LANGUAGES

Four levels plus a pre-level experience in French is presently offered. Three levels in German and two levels in Spanish also are offered to students. The Programs are designed as follows:

French, German, Spanish

Level I

Major emphasis is placed on developing the communication skills of understanding and speaking through the use of taped drills and dialogues; on pronunciation and intonation. Basic syntactical and grammatical concepts are also taught.

Reading: Choral and oral to associate the spoken word with the written symbol limited to the selections in the text.

Writing: Progresses from copying to dictation to answering questions "guided" writing.

Level II

Audio-lingual skills are still stressed but to a lesser degree than in Level I. Drills continue to be used for competency in these two skills. Conversational ability is developed on specific topic and through directed dialogues. Review of grammar of Level I; additional basic principles are studied.

Reading: Becomes more advanced; the aim is to grasp the content without translation into English.

Writing: Continuation of "guided" or "controlled" writing and compositions.

At this level more emphasis is placed on reading and writing than in Level I. English is used in class only where and when necessary.

French and German

Level III

Integration of all four skills - audio-lingual, reading and writing with major emphasis on reading. Oral reports, dialogues, class discussions of materials read, questions and answers. Study of more advanced principles of syntax and grammar; idiomatic expressions.

Reading: Literary selections and cultural materials. Supplementary reading is encouraged.

Writing: Writing and compositions are still "controlled".

French and German are used exclusively in class (except for complicated grammar that will be explained in English).

French

Level IV

Audio-lingual activities are closely integrated with the reading through oral reports, summaries, interpretation and discussions of the material read, in French.

Reading: Combines cultural information and works of literary merit; study in depth of several literary works with emphasis on contemporary literature.

Supplementary reading in French.

Writing: Pupils continue to write what they can say; controls are gradually decreased in composition writing; "free" compositions are started.

Exclusive use of French in class.

PROPOSED PROGRAM: MODERN FOREIGN LANGUAGES

The projected program in modern language will continue to emphasize the basic objectives of the present program. Attention will be paid to individualizing programs within homogeneous groupings. A two track program is contemplated. Relationships between the languages and other courses in the humanities will be explored. A greater use of language labs will be an integral part of the program. Practical contact with foreign countries through study abroad or exchange programs is being considered. Seminars and independent study will be optional for students. Other foreign languages may become available.

PRESENT PROGRAM: MATHEMATICS

The present junior high program emphasizes the structure of the number system and the basic math operation and mathematics understandings. Algebra is introduced at the 8th grade level for advanced students. Basic math is offered at the 9th grade level for students desiring more practical applications.

Elements of Mathematics I	1 credit	2 semesters

A course dealing specifically with the fundamental concepts of mathematics and the application of these concepts. It provides a review of the operations of whole numbers, fractions, decimals and percent, as well as a brief introduction to the most basic concepts of sets, bases, algebra, geometry, trigonometry, probability, and statistics.

Elements of Mathematics II 1 credit 2 semesters

Course context, sets properties of numbers, fractions, decimals, percents, simplifying computation, operations with negative numbers, equations, inequalities, system of linear equations in two variables, ratio, proportion, variation, exponents, polynomials (fundamental operations); and vectors.

Distributive Education-Mathematics I 1 credit 2 semesters

This course offers a review of the fundamental concepts of mathematics and the application of these concepts to the business world. These applications include simple record keeping, extending and footing of bills, reconciliation of bank statements, computation of payroll and other related topics.

Algebra I 1 credit 2 semesters

Algebra I reviews the basic concepts of sets and set notation, the properties of real numbers, equalities and inequalities. Skill in the operation of positive and negative numbers are developed early in the course. Algebra I emphasizes the solution of linear equations in one variable, the simplification of algebraic expression, the operations with rational expression, and factoring of polynomials.

Geometry I 1 credit 2 semesters

A course in plane geometry forms a series of conclusions based on definitions, postulates, and theorems of plane figures. A mathematical system is built by reasoning deductively and through problem solving in which is emphasized the need for precision of language, spacial visualization, and use of algebraic skills. In the presentation of basic concepts, the course includes discussion of points, lines, planes, polygons, circles, angle relationships, congruence, similarity, construction, and an introduction to coordinate geometry.

Algebra II	1 credit	2 semesters

Algebra II reviews and strengthens the skills learned in Algebra I and builds upon these skills. The course introduces the solutions of systems of equations in more than one variable, quadratics, operations with rational and irrational expressions, complex numbers, exponents and logarithms. The concepts of relations and functions are introduced along with the use of the function notation.

Trigonometry	1/2 credit	1 semester

Trigonometry is an excellent example of unified mathematics in that it is a true correllation of arithmetic, algebra and geometry. The understanding of functions is to be stressed. An understanding of the circular functions is developed, that is the meaning of the sine, cosine, tangent, co-tangent, secant, and cosecant functions; the application of these functions to physics; the development of the trigonometric functions and their application to the solution of triangles. The student is introduced to the operations with complex numbers and vectors.

Solid Geometry	1/2 credit	1 semester

Solid geometry provides the student with an understanding of space relationships. The material includes basic facts about lines, planes, angles, solids, and spherical figures. Some propositions are proved by deductive reasoning, but most emphasis is placed on plausible reasoning.

Introduction to College Algebra	1/2 credit	1 semester

Introduction to College Algebra reviews the fundamentals of algebra. The linear functions and quadratic functions are studies with emphasis on graphing. Other topics include complex numbers, permutations, combinations, binomial theorem, descriptive statistics, and mathematical induction.

Calculus	1 credit	2 semesters

The course begins with a study of coordinate geometry and functions with emphasis on the graph of functions. The derivative of the algebraic and trigonometric functions is then studied along with their applications. Integration and its applications to area and volume is also studied.

PROPOSED PROGRAM: MATHEMATICS

At the secondary level, course offerings should be expanded to challenge all students. The guidance department would cooperate closely with the Mathematics department in counseling students into courses. More complex mathematics programs would be available to very capable students.

PRESENT PROGRAM: SOCIAL STUDIES

The Social Studies program in the 7th and 8th grades are an extention of the combined Geography-History program used in the elementary grades. The program is basically a text oriented program with some supplementary materials used. The 7th grade use a regional studies approach concentrating on South America, while the 8th grade concentrate on North America.

The 9th grade offering is different in that the Social Studies approach is not used, and the 9th grade program consists of a semester in Pennsylvania and a semester course in Civics.

The Senior High School program consists of a series of courses, some of which are required, but most elective. Generally the courses are open to all students, but they are taken in sequence. Course descriptions are as follows:

Contemporary American Problems 1 or 1/2 credit 5 pd/week 1 or 2 semesters

A comprehensive inquiry into American and Americans concentrating on local and national dilemmas. Particular attention is paid to understanding the individual, problems of young adults and families, community planning, conservation, and protecting individual rights and property.

** It is strongly recommended that 1 and 2 semester students are not mixed.

Economics 1 credit 5 pd/week Full year

A general introduction to economics for seniors. Particular attention is paid to terms, money, banking, stock market, and rules of supply and demand. This elective is not geared for college-bound.

American History & Constitution 1 credit 5 pd/week Full year

Offered in 11th or 12 year. This course is required and uses two different volumes. The first emphasizes the Revolutionary to Civil War period. The second--from Civil war to the present.

A.P. European History

1 credit 74 minutes/day 5 days/week Full year

This multi-text college level course with in-depth studies of the political, economic, financial, and military aspects of the period from 1100 to the present. Only selected seniors are permitted to take the course.

Black Humainties 1 or 1/2 credit 5 pd/week 1 semester or full year

The search for black identity in historical, literature, art, and musical forms. Background material on Africa and slavery give perspective to modern black cultural movements.

World Cultures 1 credit 5 pd/week Full year

Required in the sophomore year. This course surveys the basic non-western world in comparison with the values and institutions of Western European civilization. Cultures included are: India, China, Japan, Southeast Asia, Indonesia, The Middle East, Africa, Western Europe, and U.S.S.R.

American Government 1/2 credit 5 pd/week 1 semester

A one semester course offering a study of the organization of National, State, and Local Government.

Sociology 1/2 credit 5 pd/week 1 semester

This course is designed to introduce students to the basic ideas of Sociology, to familiarize them with the sociologists approach to social life, social institutions, and social problems. Also to make the students aware of the many differences that we have in our society and try to create an objective approach to these differences.

A.P. American History

This is a college level course. Four college textbooks are used as basic to the course, and many paperbacks are studied and discussed. Discussion is the method used in class. Interpretations, movements, concepts, and themes are developed through reading and writing. Evaluation is usually made by essay tests. Method and organization in writing are emphasized. Many historians are read about. Students are selected by ability, past class and test grades, and teacher recommendations.

PROPOSED PROGRAM: SOCIAL STUDIES

A goal of the proposed program is to individualize instruction according to the interest, ability, and learning rate of each student.

This goal can be attained by the following:

1. Varied resources
    a. field trips
    b. current periodicals: Time, Newsweek, New York Times, Wall Street Journal, New Republic, National Review, etc.
    c. Multi-textbook approach
    d. paperback books
    e. resource center
    f. student-centered material
2. Flexible Scheduling
    a. teachers working as teams
    b. class sizes varied to meet individual differences
    c. students grouped according to interest and ability
    d. teacher available every period of the day to help those students having difficulty
    e. correlate literature and social studies

The secondary program will be enhanced by better coordination and communication between teachers at all levels. Teaching communication in a functional way, with attention to more relevant literature and media, will make the program more pupil oriented. Better and more plentiful audio-visual materials will be available for use in remedial classes and varied elective courses in literature, journalism, drama, and writing. A team teaching approach will provide for better utilization of currently existing teacher talents and creative teaching styles.

PRESENT PROGRAM: BUSINESS EDUCATION

Business Education is a two year program. Opportunities for development of skills necessary in the business world is provided in laboratory settings with modern machines and data processing equipment. The course offering include:

Business Orientation 1 credit 5 pd/week Full year

A one-year course, which introduces the student to the Business curriculum, required for all Business education students, in the 10th grade. The course is divided into four subjects--shorthand, typewriting, accounting and data process. The student must obtain an acceptable rating in three to receive full credit.

Accounting I 1 credit 5 pd/week Full year

A one-year course required for all 11th grade business education students and offered as an elective to interested students in any curriculum especially those interested in preparing for a career in business administration. This course provides an understanding of the basic principles of accounting and stresses the importance of planning, keeping, and interpreting accurate financial records. Emphasis is placed on developing a better comprehension of business as it applies to the individual both as an employee and a citizen.

Accounting II 1 credit 5 pd/week Full year

A one-year course required for 12th grade data processing students and offered as an elective to interested students in any curriculum, especially those interested in preparing for a career in business administration. This course expands the basic principles presented in Accounting I and teaches advanced principles of partnership, corporation, and control accounting with emphasis placed on the theory and analysis of accounting records.

Data Processing I 5 pd/week Full year

A one-year course required for 11th or 12th year students enrolled in Data Processing and offered as an elective to interested students in any curriculum. The main objectives of this course are to develop ability on the keypunch, to operate the sorter and the accounting machine, and to plan the program card. Course lectures orient the students in the terminology of automation and the principles underlying the processing of data by automatic means. Simulators are used in the classroom for purposes of developing skill, accuracy and speed for keypunch assignments. This course is designed especially for those students who intend to pursue a career in the field of data processing.

Data Processing II 5 pd/week 1 semester

A fused course with Accounting II using 403 control panel wiring in Unit Record Equipment to demonstrate an automated means of handling bookkeeping procedures.

Lectures on computer concepts are introduced as background information for more knowledgeable field trips throughout our community.

Office Machines

One-year course required for 12th grade Clerical students. This course deals with the clerical procedures in today's business office. Training on adding and calculating machines. Practice in filing procedures. Second semester deals with proper etiquette in business office.

Typewriting I 1 credit 5 pd/week Full year

A one-year course required for all business students in the 11th grade, and used as an elective for college preparatory students. The 1st semester is devoted to skillful operation at the typewriter; in addition to an introduction to tabulation, composition at the typewriter, and letter and manuscript typing. The 2nd semester stresses improvement in accuracy, speed development, and applied office typewriting.

Machine Transcription 1/2 credit 5 pd/week Full year

A one-year course offered to business education students in the 12th grade. It is designed to give non-shorthand students a vocational skill. The course combines second-year typing and transcribing from pre-dictated tapes. Emphasis is on accuracy, punctuation, spelling, and mailable copy.

Shorthand I 1 credit 5 pd/week Full year

A one-year course required for 11th grade secretarial students. It may be elected by college prep students for personal use. Students are introduced to the theory and principles of Diamond Jubilee Gregg Shorthand. They develop the ability to take dictation and transcribe their notes in longhand. Emphasis is placed on correct spelling, grammatical construction, and punctuation.

Shorthand II 1 credit 5 pd/week Full year

A one-year course required for the secretarial business students in the 12th grade. It provides a general review of all the shorthand principles (Diamond Jubilee edition), dictation of prepared and new letters at various speeds, 5-minute takes graded on 95% accuracy on the transcription including the English, punctuation and spelling. It prepares the student for office dictation.

Transcription 1 credit 5 pd/week Full year

A one-year course required for the secretarial business students in the 12th grade. This course includes the transcribing of prepared and new materials, stressing good letter form, punctuation. English and capitalization. It includes stencil and ditto masters, timed writings, various business forms necessary in an office position. It prepares the students for a position in a business office.

PROPOSED PROGRAM: BUSINESS EDUCATION

The same goals of the program will be pursued in the projected one. However, new techniques and skills are identified for use in the business world, they will be incorporated into the program and opportunities for acquiring these skills will be provided. Improved, continuous guidance of students throughout the program is contemplated with greater offerings and alternatives becoming a possibility for students. Some skill courses within the program may become electives for any student in any program.

PRESENT PROGRAM: LANGUAGE ARTS

The Language Arts program in the Junior High School consists primarily of a course sequence of traditional English. Each year's program includes a unit of study on grammar, composition and literature. Some opportunities for speech training are also provided. The single text approach provides most of the program for the grammar and composition. The literature program relies heavily on supplementary and library resources.

The three-year sequence of study is essentially the same in each of the three years, differing only in that the emphasis changes from year to year. The seventh grade has more stress on grammar, while the ninth grade has more stress on composition.

The Senior High School English program consists of approximately 40 semester courses. A student must complete 6 of these semester courses during the three years he is in high school. He may, if he wishes, take more than 6. Sophomores, Juniors and Seniors are eligible to take all courses. Therefore, any one course will contain students from all three grade levels. Each course carries a phase definition as indicated below:

Phase 1: Courses are designed for students who find reading, writing, speaking and thinking quite difficult and have serious problems with basic skills.

Phase 2: Courses have been created for students who do not have serious difficulty with basic skills, but need to refine them, and can do so best by learning at a somewhat slower pace.

Phase 3: Courses are particularly for those who have a fair command of the basic language skills and would like to advance beyond them but do so at a moderate rather than accelerated pace.

Phase 4: Courses are for students who learn fairly rapidly and are in good command of the basic skills.

Phase 5: Courses offer a challenge to advanced students who have excellent control of basic skills and are looking for stimulating and self-motivated academic learning experiences.

The courses that are offered are as follows:

Business English	Phase 1
Remedial Reading	Phase 1
Fundamentals of English	Phase 1
Literary Explorations	Phase 1, 2
Technical Writing	Phase 1, 2
Introduction to Composition	Phase 1, 2, 3
Pennsylvania Writers	Phase 1, 2, 3
Introduction to Poetry	Phase 1, 2, 3
Mythology, Legends and Folklore	Phase 1, 2, 3
Speech	Phase 1, 2, 3, 4
Theater Arts	Phase 1, 2, 3, 4
Developmental Reading	Phase 2
Medieval Literature	Phase 2, 3

Modern Media	Phase 2, 3, 4
Contemporary Drama	Phase 2, 3, 4
Contemporary American Literature	Phase 2, 3, 4
The Short Story	Phase 2, 3, 4
Man and His Art	Phase 2, 3, 4
The Comic Spirit	Phase 2, 3, 4
American Novel	Phase 3
Survey of British Literature	Phase 3
Religious Literature of the West	Phase 3
Classical Literature	Phase 3
American Heritage	Phase 3
The Nature of Man	Phase 3, 4
Nonfiction Writings	Phase 3, 4
World Literature	Phase 3, 4, 5
The English Novel	Phase 3, 4, 5
Journalism	Phase 3, 4, 5
Nobel Prize Authors	Phase 3, 4, 5
Creative Writing	Phase 3, 4, 5
Contemporary Poetry	Phase 3, 4, 5
Advanced Composition	Phase 4, 5
Forensics	Phase 4, 5
Psychology of Language	Phase 4, 5
Poetic Ideas	Phase 4, 5
Shakespeare	Phase 4, 5
Research Seminar	Phase 5
Seminar In Ideas	Phase 5

PROPOSED PROGRAM: LANGUAGE ARTS

On the Junior High School level, the English courses will integrate work in grammar, composition and literature into each unit instead of having separate units taught in each of the areas. In addition, the other areas of the language arts will also be incorporated into the units. A greater effort will be made to use material that students can identify with more closely than is the case with the material being used presently. Also, the methods used will be more closely related to situations in the real world rather than the somewhat artificial situations which are now presented.

The Senior High School program at present, is essentially the way we envision the proposed program. What remains to be done is to develop in more detail the curriculum guides for each course. In doing this, it is imperative that every course include all elements of the Language Arts so students will not be neglecting any phases of the Language Arts regardless of the courses they select.

PRESENT PROGRAM: SCIENCE

Science at the Junior High School level seeks to develop essential basic scientific skills. These include development of proficiency in techniques, use of facilities and other physical aspects of investigation. The basic program is developed from a single text series, and supplemented by demonstrations, activities and independent work.

The seventh grade program focuses on the Life Sciences, and the students will have experience in botany and zoology. The courses introduce the skills of classification, identification and dissection. Classes meet five periods a week.

The eighth grade program focuses on the Physical Sciences. The course embraces introductory experiences in physics and chemistry. The language of these sciences is expanded. Laboratory type activities strengthen the text material.

The ninth grade program focuses on the Earth and Space Sciences. Disciplines involved include geology, meteorology, oceanography, astronomy, and appropriate physics concepts. The course also stresses the use of scientific method as a means of inquiry. The class meets five periods a week.

Senior High Science courses are: Biology, Chemistry, Applied Chemistry, Physics, and Earth and Space Science. All these classes meet five periods a week.

Biology

A first course in biology gives a balanced presentation of various areas of biology, with emphasis on methods of inquiry into the nature of life. The various areas are organized into units: Life - cell biology; Organisms - organismal biology; Physiology - physiology of organs, organ - systems, and organisms; Continuity - ties together cellular organismal and community levels; Evolution - community biology; Ecology - interdependence of organisms. Laboratory time is provided.

Chemistry

This course includes the study of elements, compounds, mixtures, atomic theory, bonding, chemical formulas, chemical equations, stoichiometric relationships, gas laws, solutions, ionization, oxidation reduction, laws of mass action, acid, gases, salts, molarity, normality, pH, nuclear chemistry, organic chemistry, and an analysis of laboratory data accompanied with accurately written reports.

Applied Chemistry

This course involves a study of elements; compounds; mixtures; solutions; acids, bases, and salts; gas laws; bonding and atomic theory. There are laboratory demonstrations when applicable.

Physics

This is an academic course offered to those seniors interested in science and engineering. The class is scheduled for six periods a week, two periods of which are designated as the laboratory period. Emphasis is placed on the following topics: time, space, functions, kinematics, matter, geometrical optics, waves, motion and gravitation, momentum, energy, electricity and magnetism, and atomic structure. The course carries one credit.

Earth Science

This is an academic science course offered to high school seniors. The class meets five periods a week, with no scheduled laboratory, and carries one credit.

The subject is divided into five general areas:

1. Geology with emphasis placed upon minerology, physiography, diastrophism, vulcanism and conservation.
2. Paleonotology - consisting of a brief survey of the geologic eras and periods and the appearance of prehistoric man.
3. Astronomy, with emphasis upon our solar system and the earth its movements.
4. Meteorology, covering the study of the atmosphere, climatology and the weather.
5. Oceanography, which lightly touches upon the topography of the oceans and the study of the ocean currents.

PROPOSED PROGRAM: SCIENCE

The projected Science program in the 7-8-9 grades calls for development of a Science Center room, along with increased IPS facilities and building expansion as necessary. A separate science resource area is considered essential to fulfill growing needs.

Expansion is essential to the projected Science program at the Senior High level. Such expansion would include a Science Resource Center, individual work facilities, a large science lecture room - and should consider addition of greenhouse and planetarium facilities. Such expansion would allow for increased scheduling flexibility, and addition of new course offerings such as a Math course for the science classes, and advance classes in the individual science areas.

PRESENT PROGRAM: ART

Art, as it is taught at the secondary level, is sequentially developed. It is a program presently designed to develop basic art skills, awaken interest and creativity in art and encourage students who are talented in art.

Basic Art I

This course covers four fundamental areas: Drawing, Painting, Two-dimensional (pattern) design, and Three-dimensional (volume) design. Basic Art I may be elected by students from the Junior High Schools who expect to enter the Senior High School the following school year.

Art II

This course extends the learnings of Basic Art I and explores creative solutions of problems in various Art areas. Art II may be elected for a second year by students who have successfully completed Art I.

Art III

This course is an extension and intensification of two or more of the four major areas. At this level the work will be individual with the student deciding upon at least two major areas for intense study during the year.

Advanced Art

This course is for the exceptionally gifted in art. The number of students is limited to from twelve to fifteen. The course is specifically designed for each student, and is achievement-orientated rather than time-orientated, in line with the student's personal interests and aims. Advanced Art may be taken by third-year Art students who are specially chosen and recommended by the Art staff.

PROPOSED PROGRAM: ART

Our Art program will continue to introduce the pupils to experiences designed to enhance the aesthetic appreciation of art. The curriculum will provide a scope and sequence reflecting the general educational objectives of the school district.

Methods, materials and equipment necessary to establish such a program will include:

1. Smaller classes
2. Increase in all supplies, materials and equipment, including adequate storage and display space.
3. Regular daily scheduling of art including art as an elective beginning in the ninth grade.
4. An expanded selection of art activities, including photography, ceramics, and sculpture, together with time for advanced art

classes in each of these areas.

5. Guest artists and lectures.

PRESENT PROGRAM: MUSIC

A general music program is required of students in the Junior High Schools. These classes meet two periods per week. Some vocal study is done, but emphasis is in listening and gaining an appreciation of music. Some study of musicians and composers is done, and music is related to the history of the period in which it was composed.

In the Senior High School, two sequences of courses are offered, one in Instrumental Music and the other in Vocal Music.

Instrumental Music I, II, III

These courses are offered from the 10th through the 12th grade. Study involves personal development of the individual's ability as a musician. Programs are individualized, although much of the study is done as a member of a group or band.

Vocal Music I, II, III

These courses follow the same format at Instrumental Music, except that study is nearly all done through group efforts.

Music Harmony and Theory 1 semester

A course offered to advanced music students in the 12th grade only. It stresses construction and composition, and a study of all forms of music. Students will have some experience in composition.

PROPOSED PROGRAM: MUSIC

A more individualized program is necessary for the student in the Junior High School. Their interests are not reflected in traditional programs.

Senior High School students who are serious music students should have opportunities for study in this area. More advanced courses are needed.

PRESENT PROGRAM: HOME ECONOMICS

The present program in settings in which both facilities and materials are very adequate. However, insufficient contacts are available in the community which are needed in order to provide experiences in the real world. Field trips are not used and resource personnel from the community are not readily available. Consumer education is an area in need of attention with focus on the buying process.

PROPOSED PROGRAM: HOME ECONOMICS

The program will continue to emphasize the skills involved in clothing and food preparation. Home decorating and care will also continue. Consumer education will be enlarged to include consideration of teenage decisions in regards to money, family, and personal development. More attention will be focused on multi-cultural, multi-racial, and multi-class experiences. Provisions will be extended to make better use of the community as a resource in this phase of the program. Audio-visual equipment will be employed with more regularity as more extensive program provisions are made available. All new elements and modifications will be made with the intent of developing a more cohesive program in Home Economics. Already, these new courses have been developed and implemented.

Homemaking Today and Tomorrow	1 credit	5 pd/week	Full year
Sew - What's New?	1/2 credit	5 pd/week	One semester
Interpersonal Relations	1/2 credit	5 pd/week	One semester
Culinary Creations	1/2 credit	5 pd/week	One semester
Contemporary Homes and Furnishings	1/2 credit	5 pd/week	One semester

PRESENT PROGRAM: INDUSTRIAL ARTS

The present Industrial Arts program is first made available to students when they enter the junior high school. However, these provisions are limited by restrictions in time, space, and material. The junior high program includes an introduction to material, equipment, safety precautions, and work habits.

Further specialization is available for students at the Senior High School level. Opportunities available in the technical-industrial fields are explored with students. The project method is employed throughout the program.

PROPOSED PROGRAM: INDUSTRIAL ARTS

The entire program will be expanded to include more extensive opportunities in the fields of electricity, graphic arts, visual communications, and power technology. In addition, an arts and crafts program is proposed for students whose interests and needs can be met with experiences of that type.

In addition to these program modifications, more refined techniques are proposed for material acquisition and accounting procedures.

PRESENT PROGRAM: HEALTH EDUCATION

Health education classes usually meet one day per week and emphasize learnings about body functions, personal health habits, community health problems and human development.

Large classes make it difficult to evaluate student achievement. Materials often do not coincide with existing program offerings. Not enough time is spent on problems which concern young adults.

PROPOSED PROGRAM: HEALTH EDUCATION

A major effort shall be made to incorporate programs that make students aware of contemporary health problems and practices which can become health problems. Some of the issues to be included are: family problems, generation gap, sexual revolution, drug abuse, marriage problems and divorce, job placement.

Three periods of health education per week are recommended for the year (or five periods per week for a semester). More stable procedures of scheduling are needed to prevent students from entering or leaving the class group as they desire. Additional visual aids are needed, especially on overhead and solid projector. These could be used to show already available transparancies.

More flexibility is needed in the curriculum to permit spontaneous satisfaction of student needs and interests. Health education should carry academic credit and be required for graduation.

PRESENT PROGRAM: PHYSICAL EDUCATION

Physical education is offered for all individuals, however, they do not need passing grades in it for graduation. Conditioning activities, recreational skills, team games and aquatics are included in the program. A written course of study is available for girls but not for boys.

A variety of equipment is available but there is little space for the storage of heavy, gymnastic apparatus. There are many scheduling problems which make it difficult to control class composition and size and often create overcrowding in locker room facilities.

PROPOSED PROGRAM: PHYSICAL EDUCATION

Emphasis on conditioning activities, recreational sports, team games and aquatics will continue. Additional course offerings shall include; adapted physical education, intramural athletics, individual and dual sports, elective swimming and skin diving. Special interest groups will be formed, more co-educational courses shall be given and the existing gymnastics program shall be expanded.

Swimming shall become a required course for all non-swimmers. A pass/fail grading system shall be implemented in swimming. One full credit of physical education (one-quarter credit for four years) shall be required for graduation. Some efforts will be made to exchange equipment and personnel with other high schools to enrich existing programs. Interscholastic competition for highly skilled girls shall be encouraged.

Additional storage space is needed. The use of teacher aides will be explored in physical education.

PRESENT PROGRAM: VOCATIONAL-TECHNICAL

The present program is housed in a good physical plant adjacent to McKeesport High School. A well-stocked library plus appropriate reference libraries is available to students. Audio-visual aids are used regularly in the program. Field trips to local industrial and technical facilities are used to enable students to develop an awareness of opportunities available through this type of specialization. However, procedures for assigning students to this program need much refinement. Students enter the Vocational-Technical program in the 10th grade, and elect a special area from Auto Mechanics, Cabinetmaking, Commercial Art, Cosmetology, Drafting, Electronics, Electric Machine Tool Technology, Metal Fabrication, and Patternmaking.

Once in the program, students will have a three-year sequence of lab experience in the area of his choice, as well as the necessary academic subjects.

PROPOSED PROGRAM: VOCATIONAL-TECHNICAL

An effort has begun to incorporate the program of the Vocational-Technical School into the regular High School program. Students will no longer be housed exclusively in one building or another. Rather, students will be exposed to the academic program in one building, while the present Vocational School will offer the occupational, technical and vocational programs. By this process, more refined scheduling may be accomplished. Program improvements will be more readily accomplished, such as providing experiences for slow learning students, as well as introducing new programs in the areas of data processing, food servicing, welding, health services, marketing, and sales, which can be more effectively undertaken.

The replacement of obsolete equipment is an on-going problem of Vocational-Technical training. While this process has begun, a continuing effort is proposed in order to maintain a high standard in the program.

EDUCATIONAL OBJECTIVES

The educational objectives of the instructional program in the McKeesport Area Schools are listed in the following section. For convenience they are listed beginning with the kindergarten and continuing through the senior high program. Proposed changes and additional objectives are listed in the right column where appropriate.

KINDERGARTEN

PRESENT PROGRAM	PROPOSED PROGRAM
Objectives	Objectives
1. Number Readiness	1. Number Readiness
a. To develop an inquiring attitude	a. Same
b. To develop an ability to use a variety of materials	b. Same
c. To develop the ability to think clearly and for oneself	c. Same
d. To create a need for the use of numerical concepts	d. Same
2. Reading Readiness	2. Reading Readiness
a. To develop a desire to read	a. Same
b. To develop initiative	b. Same
c. To develop an inquiring attitude	c. Same
d. To learn to express oneself	d. Same
e. To give a good foundation for formal reading instruction	e. Same
f. To develop appreciation for enjoying and using books	f. Same

PRESENT PROGRAM (Cont.)	PROPOSED PROGRAM (Cont.)
3. Language Arts	3. Language Arts
a. To help the child to learn to talk with others	a. Same
b. To develop good listening habits	b. Same
c. To develop an awareness of correct grammar	c. Same
d. To develop self-confidence	d. Same
4. Science	4. Science
a. To stimulate curiosity by discovery of new things	a. Same
b. To increase the fund of general knowledge	b. Same
c. To develop an inquiring attitude	c. Same
d. To develop initiative	d. Same
e. To develop an awareness in children of the changes around them	e. Same
f. To develop in children the ability to express themselves	f. Same
g. To expose children to a variety of materials	g. Same
h. To develop the skill of listening	h. Same
i. To develop observation skills and understanding	i. Same
5. Music	5. Music
a. To build a repetoire of songs	a. Same
b. To develop self-expression through music	b. Same

PRESENT PROGRAM (Cont.)	PROPOSED PROGRAM (Cont.)
c. To develop an appreciation of music and rhythms	c. Same
d. To develop music as a source of enjoyment and relaxation	d. Same
e. To develop an awareness of musical instruments	e. Same
6. Social Studies	6. Social Stuides
a. To develop an awareness in children of their heritage	a. Same
b. To develop respect of property	b. Same
c. To develop good habits of sharing	c. Same
d. To develop self-control	d. Same
e. To develop awareness of the world about us	e. Same
f. To develop respect for country	f. Same
7. Creative Art	7. Creative Art
a. To develop self-expression through creativity	a. Same
b. To develop motor skills	b. Same
c. To develop ability to work with various media	c. Same
d. To develop enjoyment and appreciation of art	d. Same
8. Free Play	8. Free Play
a. To develop large muscles	a. Same
b. To develop social growth	b. Same
c. To develop emotional growth	c. Same
d. To develop independence	d. Same
e. To develop cooperation	e. Same

PRESENT PROGRAM (Cont.)	PROPOSED PROGRAM (Cont.)
9. Physical Education, Health and Self-Control	9. Physical Education, Health, and Self-Control
a. To develop self-confidence in using the body in different ways	a. Same
b. To develop large muscles	b. Same
c. To develop group cooperation	c. Same
d. To develop safety habits	d. Same
e. To develop health habits	e. Same
f. To develop good posture	f. Same
g. To develop leadership	g. Same
h. To develop good sportsmanship	h. Same
i. To develop individual participation	i. Same

ELEMENTARY

PRESENT PROGRAM: READING

Objectives

1. To develop in children the increased ability to comprehend and interpret the listening and reading material they encounter, both in school work (reading and content areas) and extracurricular reading
2. To develop and continue to enhance the children's ability to independently apply phonetical and structural analysis clues to the words they meet in their reading
3. To develop the ability to use the dictionary and other reference materials
4. To increase the child's vocabulary and develop within the child the interest and ability to add to his own vocabulary
5. To guide the children in establishing criteria for worthwhile literature
6. To develop and increase the child's ability to read orally

PROPOSED PROGRAM: READING

Objectives

1. To have each child enjoy sharing his reading through discussion of it and through reading to others for their information and enjoyment
2. To develop a broad background of experiences from which he can bring meaning to the printed page, adequate understanding of what he reads
3. To be able to locate desired information, select, evaluate and organize it for his own purposes
4. To read widely and enthusiastically on his own initiative because he enjoys it and it serves his many and varied purposes
5. To be aware of the purpose for which he is reading at the moment and vary his procedures accordingly
6. To react to the ideas which he reads and use them to aid his critical thinking in the area
7. To increase his personal and social growth through his reading

PRESENT PROGRAM: LANGUAGE ARTS	PROPOSED PROGRAM: LANGUAGE ARTS
Objectives	Objectives
1. Handwriting	1. Handwriting
a. To develop legible forms in writing	a. To develop child's legibility of script according to ability
b. To acquire proper body position, paper placement, pencil holding, and movement	b. Same
c. To gain appreciation for good handwriting	c. Same
d. To learn uniform slant and alignment	d. Same
e. To acquire uniform size of letters and numerals	e. Same
f. To use good writing in spelling lessons and other subjects	f. Same
g. To develop the ability to recognize good quality in writing	g. Same
h. To observe handwriting progress throughout the year	h. Same
i. To understand the necessity of good handwriting	i. Same
2. Spelling	2. Spelling
a. To develop the ability to spell in order to convey ideas in writing	a. Same
	b. To achieve automatic control of spelling skills which can be applied as needed

PRESENT PROGRAM: ENGLISH

Objectives

1. To introduce and develop the skills of usage, punctuation, capitalization, and enunciation
2. To encourage the child to talk to others, to tell stories, to write letters, to observe and report
3. To establish good listening skills
4. To develop acceptable speaking skills
5. To feel comfortable when speaking in front of peers
6. To expand vocabulary and interests
7. To develop appreciation and understanding of poetry
8. To develop the sentence as a unit of thought

PROPOSED PROGRAM: ENGLISH

Objectives

1. Oral and written communication developed to its highest quality with every child

PRESENT PROGRAM: MATHEMATICS	PROPOSED PROGRAM: MATHEMATICS
Objectives	Objectives
1. To develop pupils' understanding of numbers, number relationships, measures, base 10	1. Same
2. To develop proficiency in computation, problem solving and use of ratio, proportion and per cent	2. Same
3. To develop the ability to relate geometry to the world around us	3. Same
4. To develop the ability to read and devise graphic materials	4. Same
	5. To develop a diagnostic program in order to find each child's level for grouping
	6. To provide sufficient supplementary materials to provide for pupil needs
	7. To develop a teacher-structured in-service program
	8. To develop a close correlation of math with other subject areas

PRESENT PROGRAM: EDUCATION	PROPOSED PROGRAM: EDUCATION
Objectives	Objectives
1. To be able to think critically in all phases	1. Same
2. To know and understand his own heritage	2. Same
3. To contrast and compare other societies (likenesses and differences)	3. Same
4. To be able to develop a questioning mind in each child	4. Same
5. To develop social skills, i.e., how to get along with people developed through attitudes and examples	5. Same
6. To teach a child to accept himself and to project this acceptance to include all others regardless of color, race, or creed	6. Same
	7. To change the child's attitude of his relationship toward himself, his home, his community, his country, and our world

PRESENT PROGRAM: SCIENCE

Objectives

1. To develop the ability to recognize
2. To develop a scientific vocabulary
3. To acquaint the child with the world around him
4. To develop discipline within the child to use the scientific method
5. To develop the use of science in the world around him
6. To develop the ability to label subjects and diagrams at hand
7. To develop the ability to classify items into groups
8. To develop the ability to construct materials for experiments
9. To develop the ability to collect examples of items learned
10. To develop measurement
11. To develop the ability to give a report or write a report on an illustrated science project
12. To develop the ability to ask good questions
13. To develop the use of factual materials
14. To develop the ability to present an experiment and illustrate what is to be learned

PROPOSED PROGRAM: SCIENCE

Objectives

1. To develop process concepts, such as observing, classifying and explaining through recognizing or direct observation
2. To establish continuous process which builds concepts throughout the year and grades
3. To develop the ability to observe behavior patterns in the child due to the developmental process
4. To develop the ability to use the basic skills of observing, using space-time relationships, using numbers, measuring, classifying, communicating, predicting, and inferring

PRESENT PROGRAM: MUSIC	PROPOSED PROGRAM: MUSIC
Objectives	Objectives
1. Develop an attitude of music objectivity: to be able to compare music style, ranging from serious art music to jazz classics	1. Same
2. Musical Knowledge and Understanding Through Performance (Learning by doing): To introduce rudiments or fundamentals of music so that through their application the student can be exposed to music as an art form	2. Same
3. Develop Skills: provide vocal and instrumental instruction to enable the students to perform high calibre musical literature thereby broadening their entire educational and cultural outlook	3. Same
4. Develop Appreciation: Develop sufficient musical understanding and appreciation to create and ensure a large and knowledgeable consumer or audience for music of all styles (develop a society that uses music more fully in daily living)	4. Same
5. Consistency with Broad Educational Aims: including the development of good work habits and personality traits	5. Same
6. Generally speaking, the primary consideration of music in the schools is heightened musical responsiveness with emphasis on developing "understanding" of the great art of music	6. Same

PRESENT PROGRAM: ART	PROPOSED PROGRAM: ART
Objectives	Objectives
1. To introduce a variety of materials, to be observant, to look and see, to relate environment to art experiences, to each basic concepts, terms and vocabulary, to provide group experiences	1. Same
	2. To expose the student to works of art so as to develop an appreciation of art, including that of early cultures and civilizations, to give the student an opportunity to sample and evaluate a wide range of art experiences, to include a greater variety of motivational activities such as field trips, films, books, slides, etc.

PRESENT PROGRAM: HEALTH EDUCATION	PROPOSED PROGRAM: HEALTH EDUCATION
Objectives	Objectives
1. To develop skills for personal health and safety	1. Same
a. Cleanliness and grooming	
b. Nutrition	
c. Personal safety	
2. To develop understandings about healthful living	2. Same
a. Growth and development (physical, mental and emotional health)	a. Reproduction and sex education
b. Minimal dietary requirements	
c. Health hazards	
d. Community health problems	
3. To develop desirable patterns of social behavior	3. Same
a. Cooperation	a. Opportunities for involvement in a coeducational hygiene program
4. To identify individuals with personal health problems	4. Same
5. To provide readily accessible health education resources	5. Same
a. Audio-visual aids	a. Resource personnel
b. Posters	b. Collection of books and periodicals
	c. Additional audio-visual aids
	d. Instructional models of body function and structure

PRESENT PROGRAM: PHYSICAL EDUCATION	PROPOSED PROGRAM: PHYSICAL EDUCATION
Objectives	Objectives
1. To provide a variety of movement experiences for physical development	1. Same
a. Strength activities	
b. Balance activities	
c. Agility activities	
d. Coordination activities	
e. Endurance activities	
2. To provide opportunities for the development of gross motor skills	2. Same
a. Lifetime recreational sports skills	a. Offer competition opportunities for interested and highly skilled individuals
b. Basic motor skills required for team sports	
3. To develop positive feelings about physical activity, especially its value for promoting optimal health and fitness	3. Same
a. Self-evaluation of physical and motor development	a. Establish a system for using physical and motor development information as a basis for prescribing movement experiences
4. To develop desirable social characteristics through movement experiences	4. Same
a. Sportsmanship	a. Teach more coeducational classes
b. Teamwork	
c. Team sports participation	

SECONDARY

PRESENT PROGRAM: ART	PROPOSED PROGRAM: ART
Objectives	Objectives
1. To arouse and preserve an interest in Art through information and activity experiences, to explore materials and media, to correlate art with other areas such as homemaking, industrial arts and music, to enlarge and enrich the aesthetic experiences through exercise of the creative impulses and imagination by practice and expression and development of skills, to discover and encourage pupils who are talented in art	1. Same
	2. To give the students more individual instruction by making ninth grade art an elective course, to have two consecutive periods of art for a greater amount of time to work on projects via better scheduling, to have students become aware of the beauty of nature and architecture in the world around them by studying various art subjects in depth, to enlarge and enrich the aesthetic experiences through a study of artists' work

PRESENT PROGRAM: MUSIC	PROPOSED PROGRAM: MUSIC
Objectives	Objectives
1. Develop an attitude of music objectivity: to be able to compare music style, ranging from serious art music to jazz classics	1. Same
2. Musical Knowledge and Understanding Through Performance (Learning by doing): To introduce rudiments or fundamentals of music so that through their application the student can be exposed to music as an art form	2. Same
3. Develop Skills: provide vocal and instrumental instruction to enable the students to perform high calibre musical literature thereby broadening their entire educational and cultural outlook	3. Same
4. Develop Appreciation: Develop sufficient musical understanding and appreciation to create and ensure a large and knowledgeable consumer of audience for music of all styles (develop a society that uses music more fully in daily living)	4. Same
5. Consistency with Broad Educational Aims including the development of good work habits and personality traits	5. Same
6. Generally speaking, the primary consideration of music in the schools is heightened musical responsiveness with emphasis on developing "understanding" of the great art of music	6. Same

JUNIOR HIGH

PRESENT PROGRAM: HEALTH EDUCATION	PROPOSED PROGRAM: HEALTH EDUCATION
Objectives	Objectives
1. To develop skills for personal health and safety	1. Same
a. Cleanliness and grooming	
b. Nutrition	
c. Personal safety	
2. To develop understandings about healthful living	2. Same
a. Growth and development (physical, mental and emotional health)	a. Reproduction and sex education
b. Minimal dietary requirements	
c. Health hazards	
d. Community health problems	
3. To develop desireable patterns of social behavior	3. Same
a. Cooperation	a. Opportunities for involvement in a coeducational hygiene program
4. To identify individuals with personal health problems	4. Same
5. To provide readily accessible health education resources	5. Same
a. Audio-visual aids	a. Resource personnel
b. Posters	b. Collection of books and periodicals
	c. Additional audio-visual aids
	d. Instructional models of body function and structure

JUNIOR HIGH

PRESENT PROGRAM: PHYSICAL EDUCATION	PROPOSED PROGRAM: PHYSICAL EDUCATION
Objectives	Objectives
1. To provied a variety of movement experiences for physical development	1. Same
a. Strength activities	
b. Balance activities	
c. Agility activities	
d. Coordination activities	
e. Endurance activities	
2. To provide opportunities for the development of gross motor skills	2. Same
a. Lifetime recreational sport skills	a. Offer competition opportunities for interested and highly skilled individuals
b. Basic motor skills required for team sports	
3. To develop positive feelings about physical activity, especially its value for promoting optimal health and fitness	3. Same
	a. Establish a system for using physical and motor development information as a basis for prescribing movement experiences
a. Self-evaluation of physical and motor development	
4. To develop desirable social characteristics through movement experiences	4. Same
a. Sportsmanship	a. Teach more coeducational classes
b. Teamwork	
c. Team sports participation	

JUNIOR HIGH

PRESENT PROGRAM: READING	PROPOSED PROGRAM: READING
Objectives	Objectives
1. To gain reading stature--increase skill in various word-study techniques	1. To improve vocabulary and word attach skills necessary for efficient reading
2. To expand interests and improve tastes--greater use of reading as an aid to personal development	2. To develop an individualized educational program to meet as nearly as possible the specific educational needs of each student
	a. To improve the comprehension of recreational and study type reading
3. To increase reading fluency--improve speed in relation to the difficulty of the material	3. To encourage rate flexibility in reading, recreational and study type reading
4. To establish a different approach--adjust reading to meet demands of various content fields	4. To improve the student's understanding and use of proper study skills
5. To make life time readers	5. To develop lifetime readers
	6. To improve ability to unilize voice, expression, and attitude to do purposeful oral reading

JUNIOR HIGH

PRESENT PROGRAM: ENGLISH	PROPOSED PROGRAM: ENGLISH
Objectives	Objectives
1. To strengthen a student's ability in usage of the written and spoken work	1. To develop a skill in using the communicative arts
2. To teach grammar to make it relevant to speaking and writing	2. To improve one's self-confidence in society by skillful use of language
3. To build self-confidence	3. To introduce students to the different genres of literature
4. To create a desire to improve in communication skills	4. To develop critical thinking through reading and discussion
	5. To inter-relate subject matter with other fields of study

JUNIOR HIGH

PRESENT PROGRAM: MATHEMATICS	PROPOSED PROGRAM: MATHEMATICS
Objectives	Objectives
1. To reinforce and strengthen mathematical properties, skills and fundamentals	1. Same
2. To introduce concepts in algebraic terms	2. Same
3. To introduce the student to abstract reasoning	3. Same
4. To develop students' ability to analyze problem and translate into mathematical language	4. Same
5. To emphasize the structure of the mathematical skills	5. Same
6. To stress application of skills to meet needs in college, business world, vocational world	6. Same
	7. To develop the students' ability to logically analyze abstract ideas
	8. To develop an awareness for the role of mathematics in every day living
	9. To develop inquiry techniques and problem solving ability
	10. To offer an expanded program to challenge capable students
	11. To further develop students' concept of and understanding of functions

JUNIOR HIGH

PRESENT PROGRAM: SCIENCE	PROPOSED PROGRAM: SCIENCE
Objectives	Objectives
1. To develop an inquiring mind that is trained to ask intelligent questions and motivated to look for correct answers	1. Same
2. An understanding of the procedure in planning and solving problems in science through experimentation	2. Same
3. Proficiency in the techniques of using appropriate science instruments and apparatus	3. Same
4. The habit of careful and detailed observation, and the ability to draw justified conclusions from these observations	4. Same
5. Alertness to current developments in science, as reported in the daily paper, weekly news magazines, and science periodicals	5. Same
6. The habit of using library and classroom reference sources for obtaining scientific information	6. Same
7. Some knowledge of the scientists who have contributed the great ideas on which the scientific enterprise rests	7. Same
8. The knowledge necessary to make an intelligent decision concerning vocational opportunities in science and science related fields	8. Same
9. An awareness of the opportunities for hobbies and activities in the various fields of science	9. Same

JUNIOR HIGH (Cont.)

PRESENT PROGRAM: SCIENCE	PROPOSED PROGRAM: SCIENCE
Objectives	Objectives
10. An understanding of the role of science in overcoming bias and prejudices	10. Same
11. An understanding of the various interrelationships between science and society	11. Same
	12. To develop a basic familiarity with laboratory equipment and procedures

JUNIOR HIGH

PRESENT PROGRAM: SOCIAL STUDIES

Objectives

1. To teach a child to understand physical and human world so that he may become a better citizen
2. To learn to use tools of geography (7th)
3. To learn basic facts of our physical world (7th)
4. To learn about certain basic relations that affect the lives of all people (7th)
5. To learn basic methods of earning a living (7th)
6. To learn about habits, occupations, customs and contributions to civilization of all peoples of the world (7th)
7. To learn that the march of civilization has been a long and sometimes difficult one (7th)
8. To understand that people and events of the past have contributed greatly to the present (7th)
9. To learn this is a neighborly world in which people should learn to live peacefully (7th)
10. To develop a sense of citizenship through involvement (8th)
11. To develop good value judgements with traditional liberties and changing social justices (8th)

PROPOSED PROGRAM: SOCIAL STUDIES

Objectives

1. To teach how we learn about history
2. To balance the emphasis on the amount of history and geography
3. To emphasize individual research at all grade levels
4. Greater teacher participation in the selection of social studies materials at all grade levels
5. Students should be made more aware of historical and governmental sites in the Western Pennsylvania area

JUNIOR HIGH (Cont.)

PRESENT PROGRAM: SOCIAL STUDIES

Objectives

12. To develop universal objectivity with an emphasis on justified patriotism (8th)

13. To develop the basic inspiration to practice the ideas one preaches (8th)

14. Fusion of historical events logically (8th)

15. To explain the nature of governmental and economic problems and to interpret them meaningfully to the student (9th)

16. To give an overview of what materials will be covered and explain why it is necessary to study economics (9th)

17. To have the student think about the economic and governmental situation on his level, and the national level (9th)

18. To recognize current important governmental and economic findings and happenings (9th)

19. To improve the student's ability to reason, to think objectively, to think critically, and to make decisions based on what they have learned in class and have gathered from the current news

20. To make the student more aware of economic surroundings and their affect upon him and his reaction to these effects (9th)

21. To understand the method of studying economics and government

22. To understand basic economic and governmental concepts (9th)

PROPOSED PROGRAM: SOCIAL STUDIES

Objectives

JUNIOR HIGH (Cont.)

PRESENT PROGRAM: SOCIAL STUDIES	PROPOSED PROGRAM: SOCIAL STUDIES
Objectives	Objectives
23. To ask himself: What? Who does it affect? How much? (9th)	

SENIOR HIGH

PRESENT PROGRAM: MATHEMATICS	PROPOSED PROGRAM: MATHEMATICS
Objectives	Objectives
1. To assist the student in gaining a pleasurable experience from reading literature	1. To have the student gain pleasure from reading not only during high school life but to continue to gain in knowledge and pleasure throughout his entire life
2. To establish standards for judging literature	2. To have students learn to establish standards for judging what is good so that, hopefully, the quality of literature in the home will be improved
3. To assist students in mastering the skills and techniques necessary for their own creative writing	3. To anyone at any time and, further, to learn a certain degree of pleasure from creative writing and not be embarrassed by putting his thoughts in writing
4. To develop the desire to continue the application of good writing and speed techniques	4. To have the student learn the necessary skills for effective writing so that he would feel free to communicate by writing
5. To stress the necessity of a logical process of thought in their reading, writing and oral communication	5. To have the student develop a more logical thought process and develop basic speech techniques so that he will more readily begin to communicate in a world that is seriously lacking in communication
	6. To have the student learn more about the media with which he is most familiar and the most involved - movies, television, records, and help him to establish certain criteria for judging what is good and bad

SENIOR HIGH

PRESENT PROGRAM: SOCIAL STUDIES

Objectives

1. To convey an awareness to the student of his environment and stress the importance of his total involvement. All people of the world are interdependent and each must do his part in society
2. To promote socially desirable attitudes and behavior toward other individual human beings that may be different
3. To appreciate the responsibilities and rights of citizenship for the common good. (Note: Emphasis should be placed more on the rights since it appears that the rights are being taken for granted.)
4. To attempt to teach the student to have self-respect in order to have respect for others in society
5. To recognize the tensions which are in existence today and to find the best possible solutions to the situations
6. To understand their role in the technological society
7. To understand the necessities and purposes of social science
8. To help the students to understand the activities in a democracy (e.g., riots, demonstrations, draft card burning) but not make the decisions for them. Each person must decide what is right and wrong.
9. To help students to communicate and cope with mass media

PROPOSED PROGRAM: SOCIAL STUDIES

Objectives

1. To produce an atmosphere at the senior high level of academic excellence in all divisions of the social sciences
2. To make each subject as relevant to the student's ultimate as well as to his immediate needs
3. To provide the physical plant and equipment or resources necessary to enable the teaching - learning situation to take place as unhindered and as positively motivated as is humanly possible
4. To provide a greater emphasis on direction of individual research in motivating the college preparatory student involving methodology and critique
5. To increase the opportunity for teacher subject and curriculum planning and availability of time to work with the underachieving students

SENIOR HIGH

PRESENT PROGRAM: SCIENCE	PROPOSED PROGRAM: SCIENCE
Objectives	Objectives
1. To develop conceptual understanding of the main problems and generalizations of science	1. Same
2. To aid in the development of an understanding of all sciences as a process of inquiry	2. Same
3. To develop potential for teaching attitudes of good citizenship	
4. To develop a sense of beauty	4. Same
5. To aid in the teaching of English	
6. To aid in the teaching of mathematics	
7. To aid in acquiring factual knowledge	7. Same
8. To develop scientific skills	8. Same
9. To give an understanding of the limitations of science and the scientific methods	9. Same
10. To awaken a lifelong interest for students	10. Same
11. To give an historical development of the concepts of sciences	11. Same
12. To give an understanding of man's place in the world (physical and biological)	12. Same

SENIOR HIGH

PRESENT PROGRAM: FOREIGN LANGUAGE	PROPOSED PROGRAM: FOREIGN LANGUAGE
Objectives - Latin	Objectives - Latin
1. To develop language consciousness as an aid in understanding one's own language, in seeing the finer shades of meaning in English words derived from Latin, in seeing the relation of words in sentence, and in learning to spell English words correctly	1. Same
2. To develop an acquaintance with other civilizations closely related to our own and an increased appreciation of the facts relating to the life, institutions, mythology and religion of the Romans and their influence on western civilization	2. Same
3. To develop the mental habits of accuracy, thoroughness, logical thinking, orderly procedure, sustained attention and perserverance in the face of difficulties	3. Same
	4. To provide a better foundation course (level 1) by extending the period of instruction to 3 semesters
	5. To provide a more meaningful program at Levels III and IV through a variety of readings of additional Latin authors
	6. To provide students with background material to better appreciate and interpret English literature - study of classical mythology

SENIOR HIGH

PRESENT PROGRAM: MODERN FOREIGN LANGUAGES	PROPOSED PROGRAM: MODERN FOREIGN LANGUAGES
Objectives - Pre-Level 1: Conversational French	Objectives - Pre-Level 1: Conversational French
1. To instruct the students in pronunciation and common vocabulary and expressions of French	1. Same
2. To provide the student with an idea of what language learning is like	2. Same
3. To provide students with a "head-start" for taking a full first-year course in French	3. Same
Objectives - Level 1: French, German, Spanish	Objectives - Level 1: French, German, Spanish
1. To understand, speak, and read the target language	1. Same
2. To understand other cultures through that language	2. Same
3. To understand the English language better through having become acquainted with the target language	3. Same
4. To develop correct pronunciation and intonation	4. Same
5. To train the students' ear to acquire comprehension through conversation, dictation, records, tapes, drills	5. Same
6. To develop the ability to follow simple directions in the target language	6. Same
7. To acquire useful, everyday expressions pertaining to home, school, and community	7. Same

SENIOR HIGH (Cont.)

PRESENT PROGRAM: MODERN FOREIGN LANGUAGES	PROPOSED PROGRAM: MODERN FOREIGN LANGUAGES
Objectives - Level 1: French, German, Spanish	Objectives - Level 1: French, German, Spanish
8. To teach the basic principles of grammar through pattern practices and drills	8. Same
9. To develop a better understanding of the culture of the foreign country's influence on this continent	9. Same
10. To develop the ability to read for meaning, and not for the translation of individual words	10. Same
11. To develop the ability to express spontaneous thoughts correctly orally	11. Same
12. To develop the ability to write correctly through the copying of foreign language expressions, dictation, and simple exercises in "guided" writing	12. Same
Objectives - Level II: French, German, Spanish	Objectives - Level II: French, German, Spanish
1. To refresh the second year student's memory through a progressive development of the four fundamental language skills: understanding, speaking, reading and writing	1. Same
2. To review the sounds of the target language, with particular attention to the ones that are most difficult to pronounce	2. Same
3. To review the elements of grammar necessary for further progress	3. Same

SENIOR HIGH (Cont.)

PRESENT PROGRAM: MODERN FOREIGN LANGUAGES	PROPOSED PROGRAM: MODERN FOREIGN LANGUAGES
Objectives - Level II: French, German, Spanish	Objectives - Level II: French, German, Spanish
4. To acquire a more extensive vocabulary	4. Same
5. To facilitate reading the target language with increasing understanding and accuracy of pronunciation	5. Same
6. To reinforce basic grammar structures and introducing a "second" level of grammatical structure	6. Same
7. To stimulate further study of the country of the target language and its people	7. Same
Objectives - Level III: French, German	Objectives - Level III: French, German
1. To provide for the progressive development of the student's ability to understand the target language at the normal rate of speech	1. Same
2. To enable the student to express himself orally in the target language	2. Same
3. To read the language with comprehension	3. Same
4. To write in the target language within the range of his ability	4. Same

SENIOR HIGH (Cont.)

PRESENT PROGRAM: MODERN FOREIGN LANGUAGES	PROPOSED PROGRAM: MODERN FOREIGN LANGUAGES
Objectives - Level IV: French	Objectives - Level IV: French
1. To continue emphasis on the four skills particularly in pronunciation, rhythm, and intonation	1. Same
2. To utilize learned structural items, major vocabulary and idomatic items in written work and in conversation on a variety of subjects, with emphasis on those of a practical value	2. Same
3. To facilitate the transition from "controlled" to free composition	3. Same
4. To further reading about, and study of, French cultural behavior and attitudes	4. Same
5. To read literary materials from several major periods in literature; other materials to develop general reading ability, and enjoyment	5. Same
Objectives - General	Objectives - General
	1. To pace instruction to the student's capacity of assimilation - a two-track system - to afford more homogeneous grouping
	2. To provide better and more extensive "lab" experience
	3. To provide the able, college-bound student with more advanced study

SENIOR HIGH (Cont.)

PRESENT PROGRAM: MODERN FOREIGN LANGUAGES

Objectives - General

PROPOSED PROGRAM: MODERN FOREIGN LANGUAGES

Objectives - General

4. To provide; more language "exposure" for capable students - introduction of other modern languages

5. To provide an awareness of the relation of language to other courses - (art, music, etc.)

6. To offer or make available to students practical contact with foreign countries through study abroad "programs or exchange" programs

SENIOR HIGH

PRESENT PROGRAM: HEALTH EDUCATION	PROPOSED PROGRAM: HEALTH EDUCATION
Objectives	Objectives
1. To develop skills for personal health and safety	1. Same
2. To develop understandings about healthful living	2. To develop understandings about contemporary health problems confronting adolescents and young adults
a. Growth and development	a. Family and marriage problems
b. Nutrition	b. Communication problems between young and old citizens (generation gap)
c. Health hazards	c. Sex education
d. Community health problems	d. Drug abuse
	e. Job placement
3. To develop desirable patterns of social behavior	3. Same
4. To identify individuals with personal health problems	4. Same
5. To provide readily accessible health education resources	5. Same

SENIOR HIGH

PRESENT PROGRAM: PHYSICAL EDUCATION	PROPOSED PROGRAM: PHYSICAL EDUCATION
Objectives	Objectives
1. To provide opportunities for the physical, mental and emotional development of individuals through a variety of movement experiences	1. Same
a. Coordinate skills in many sports and conditioning activities	
2. To develop social competencies through movement experiences	2. Same
a. Sportsmanship	a. Provide additional opportunities for coeducational activities
	b. Conduct more small group activities
3. To develop appreciation for sports and physical activity	3. Same
	a. Instill a desire in students to maintain their physical fitness after leaving high school
4. To provide opportunities for the acquisition and performance of many movement skills	4. Same
a. Sports skills, especially carry-over activities	a. Provide opportunities for using previously learned motor skills in game situations
	b. Provide opportunities for more competition, especially for highly skilled individuals
	c. Develop more extensive program of intramural activities

SENIOR HIGH (Cont.)

PRESENT PROGRAM: PHYSICAL EDUCATION	PROPOSED PROGRAM: PHYSICAL EDUCATION
Objectives	Objectives
	d. Increase opportunities for participation in individual and dual sports
	e. Offer acquatic activities, especially elective courses in swimming and skin diving
	f. Offer a program of gymnastic and tumbling
	g. Create interest groups
5. To develop some understandings about sports	
a. Rules	
b. Strategy	

SENIOR HIGH

PRESENT PROGRAM: BUSINESS EDUCATION	PROPOSED PROGRAM: BUSINESS EDUCATION
Objectives	Objectives
1. To attain a working knowledge of the principles of Gregg Shorthand	1. Same
2. To develop a shorthand writing endurance vocabulary of frequently used words	2. Same
3. To give to practice and to aim typing skills toward a vocational basis--constantly reviewing the standards of pre-employment testing	3. Same
4. To attain control, with speed, on straight copy work, techniques of proofreading, ability to handle stencils, dittos, carbon paper and carbon sets, address business and professional envelopes correctly, and to set up the finished product from rough drafts	4. Same
5. To provide basic knowledge necessary to perform many kinds of manual bookkeeping forms and business papers	5. Same
6. To use practice sets for application of principles taught in method of keeping books	6. Same
7. To become aware of grammar and punctuation, sentence and paragraph construction, and specific types of letters	7. Same
8. To evidence employment proficiency on machines most frequently used in our community	8. Same

SENIOR HIGH (Cont.)

PRESENT PROGRAM: BUSINESS EDUCATION	PROPOSED PROGRAM: BUSINESS EDUCATION
Objectives	Objectives
9. To gain an overall view of new techniques or methods of processing data in our ever expanding technological economy	9. Same
10. To develop salable skills in key punching to the greatest extent possible within the time limitations	10. Same
11. To acquire working knowledge of the functions of the 82 Sorter, the 514 Reproducer, and the 403 Accounting Machine for initial employment or for additional training in this field	11. Same
12. To become well acquainted with the control panel parts and successfully plan the format for and wire basic problems	12. Same
13. To become aware of job opportunities in this field, salaries, and promotional opportunities	13. Same
14. To know office procedures for the beginning office worker	14. Same
15. To develop fundamental skills in commonly used filing systems	15. Same
16. To become aware of job hiring techniques and testing procedures	16. Same

SENIOR HIGH

PRESENT PROGRAM: HOME ECONOMICS	PROPOSED PROGRAM: HOME ECONOMICS
Objectives	Objectives
1. To acquire knowledge and understanding of sewing techniques	1. To acquire knowledge and an understanding of sewing techniques including development of criteria for buying ready-made garments, planning workable wardrobes, and using color and design
2. To learn how to work cooperatively and efficiently in the kitchen	2. To learn how to work cooperatively and efficiently in the kitchen, including use of convenience foods, purchasing foods and care of kitchen equipment
3. To learn nutritional needs of families	3. To learn nutritional needs of families including an awareness of needs at specific age levels and influence of income on provisions
4. To acquire knowledge and understanding in areas of child care, personality development, and student's role in the home	4. To acquire knowledge and understanding of child care in order to better understand self, and be more prepared to rear children with focus on personality development and the role of the student in the home, school, and community.
	5. To prepare for other future responsibilities in home living--wife, mother, career girl

SENIOR HIGH

PRESENT PROGRAM: INDUSTRIAL ARTS	PROPOSED PROGRAM: INDUSTRIAL ARTS
Objectives	Objectives
1. To develop basic hand skills, tool making abilities, good work habits and dexterity	1. To develop basic hand skills and tool making ability
2. To practice safety rules	2. To practice safety rules, using good work habits
3. To employ problem solving techniques as opportunities are available	3. Same
4. To develop an understanding of industry	4. To develop an understanding of the industrial-technical fields including occupational opportunities
5. To develop individual projects complete with sketches and drawings	5. Same
6. To become familiar with a variety of materials including wood and plastic	

PRESENT PROGRAM: VOCATIONAL-TECHNICAL	PROPOSED PROGRAM: VOCATIONAL-TECHNICAL
Objectives	Objectives
1. To teach a saleable skill	1. Same
2. To prepare for continuing education in either technical training or regular college entrance	2. Same

SPECIAL PROGRAMS AND SERVICES

A comprehensive array of special services are available to the students and to residents of the community. Most of these programs are ancillary to instructional programs for students but some are community oriented. A brief description of each program follows with proposals for future activities included.

PRESENT PROGRAM: HEALTH SERVICES

The present health program now operating in McKeesport Area Schools is one designed to provide the state mandate health services and at the same time be an effective part of the schools' instructional resources particularly in the area of health education. The following mandate health services are accomplished: physical examinations for students in grades 1, 6 and 11; dental examinations for students in grades 1, 3 and 7; hearing test for students in grades K, 1, 2, 3, 7 and 11; and vision tests for students in all grades. In addition, follow-up services are provided where necessary. All the necessary health and dental records are maintained. The aforementioned services are provided to both parochial and public school students.

Eleven school nurses are employed by the district as well as a dental hygienist and a dental assistant. In most cases a nurse will serve more than one elementary school while each secondary school has an assigned nurse full time.

PROPOSED PROGRAM: HEALTH SERVICES

The district will continue its mandate program. Certain health facilities in the older elementary schools are inadequate and need replacement. Recommendations for these improvements are found in Chapter IV, School Plant.

PRESENT PROGRAM: FOOD SERVICES

A full Food Services program is in operation in each of the two junior high schools and the senior high school building. All elementary schools have a lunch program in operation. The basic program is built around offering a hot lunch, meeting Type A specifications, to each student. Provisions are made for students of poverty families to receive their lunch without charge.

PROPOSED PROGRAMS: FOOD SERVICES

Generally it is intended to maintain the same program as is now operating. Depending upon changes that may be implemented in school organizations, differing food service programs may become necessary in certain elementary buildings.

PRESENT PROGRAM: SPEECH CORRECTION, HANDICAPPED

The district currently employs four people as speech correctionists. The program is essentially one of screening children in the primary grades and where needed providing special classes to remediate problems.

PROPOSED PROGRAM: SPEECH CORRECTION, HANDICAPPED

It is recommended that this program be continued in its present form but additional personnel be added.

PRESENT PROGRAM: SPECIAL EDUCATION

The special education program includes: two classes for trainables, nine elementary educable mentally retarded classes and seven secondary educable mentally retarded classes. Groups are operated on an intact basis.

There is little opportunity for these children to mingle with other children in the respective schools. There is little articulation and/or coordination between levels. However, the special education program has its own director. The school psychologist works with four elementary guidance people in identification of those individuals who would profit from the classes of special education. These students have available to them in their program the regular services of the music, art and speech teachers.

PROPOSED PROGRAM: SPECIAL EDUCATION

Projected plans for the special education program entails expansion. More classes of the kind offered along with others for the physically handicapped, emotionally disturbed and maladjusted, learning disabilities, partially sighted and gifted are contemplated. Adequate staffing and facilities will be provided. Programs will be planned and evaluated to provide optimal educational opportunities for the children. Provision will be made to integrate the experiences of these children with normal children when advisable.

PRESENT PROGRAM: LIBRARIES

The very heart of a sound educational program is a properly balanced and adequate collection of instructional materials in both print and non-print form. The basis for future development in the present library system, which at the elementary level consists of libraries located at eleven of the eighteen elementary schools, and serviced by a staff of six full-time certified librarians plus clerical assistants.

The junior high schools have the foundation for a good collection, plus small professional libraries, serviced by a full-time certified librarian. The senior high school also has a basic print collection, serviced by a full-time certified librarian.

Non-print materials are provided by a centralized Audio-Visual Center located at Centennial School. The film library has over 1,000 films available for the district. Deliveries are made on a regular basis to all schools in the district. In addition, a teacher may pick up films directly from the Audio-Visual Center. During the 1968-1969 school term, the Audio-Visual Center supplied 3,000 films and 1,700 film strips to the schools of the district.

PROPOSED PROGRAM: LIBRARIES

In the future, the present library program will be developed into Instructional Material Centers. The Instructional Material Centers, will coordinate all resource materials, both print and non-print, with the teaching and learning program to widen, deepen, intensify and individualize educational experience for all pupils.

The primary considerations for the development of Instructional Material Centers are staff, physical facilities, print collection, non-print collection, and the process of coordination between the libraries and the Audio-Visual Department.

PRESENT PROGRAM: GUIDANCE

An effective guidance program is a planned program that deals with the materials and procedures that relate specifically to the social and emotional growth or welfare of the child.

The guidance program is an integral part of the total school program and emphasizes the relations between the student and his environment.

The objectives of the program must concern itself with:

1. What the child brings to school
2. Influences exerted upon him within the school, i.e., peers, curriculum, experiences (process)
3. The product, is a result of the other influences.

The elements of an effective guidance program must be concerned with:

1. Increased knowledge and study of children
2. Group work in the school
3. Working with parents and community

PROPOSED PROGRAM: GUIDANCE

1. Increase the number of guidance counselors, home and school visitors, social workers, etc.
2. Employ para-professionals as counselor aides to allow the counselor to function in his assigned role.
3. Provide counseling offices to ensure that counselor-client privacy and confidence is preserved.
4. The counselor will not be concerned with disciplinary and/or correctional duties without conflict with his role as counselor/consultant/advisor.
5. Coordinate school-community guidance efforts through
    a. workshops
    b. seminars
    c. working with existing community organizations
6. See No. 5 above

PRESENT PROGRAM: PSYCHOLOGICAL SERVICES

Currently the District has in its employment a full time certified school psychologist and has available two other psychologists on an as need, case, basis. The program operated is one of testing and referral as well as counseling students and parents.

PROPOSED PROGRAM: PSYCHOLOGICAL SERVICES

No major change in this program is proposed. The addition of another full time psychologist in place of the part time service now available is recommended. It should also be noted that the demand for the various psychological services has been growing faster than the population and this may require an expansion of this service.

PRESENT PROGRAM: HOME AND SCHOOL VISITOR

At the present time the School District employs both a Home and School Visitor and an Attendance Officer. This is educationally very sound because it permits the Home and School Visitor to function in an effective way in terms of dealing with problems that arise with students and require special arrangements between the home and school without including the conflicting function of an Attendance Officer. Attendance Officers are essentially authoritarian figures and this is incompatible with the counseling function of the Home and School Visitor.

PROPOSED PROGRAM: HOME AND SCHOOL VISITOR

It is recommended that in addition to the personnel now working in this area, several more people be added to the staff. It is suggested that these new people be titled School-Community Agents and their function differ from the Home and School Visitor in that their prime purpose would not be the remediation of specific students' problems but to serve entire neighborhoods, facilitating communication between school and community, interpreting both groups to one another, and when possible serving as change agents fostering needed changes in school practices so that they will better serve the communities.

ADULT BASIC EDUCATION CLASSES

Classes in this program are designed for citizens who have very limited formal education. Citizenship classes for recent immigrants to the United States, including non-English speaking people are also offered under this program. Many students in this program continue until they successfully pass the Pennsylvania G.E.D. test indicating a high school education equivalent.

PROPOSED ADULT BASIC EDUCATION CLASSES

The program will be retained in its present form so long as the need exists.

ADULT EVENING CLASSES

Classes in this program represent a continuing education effort on the part of the School District. A wide variety of courses are offered and a course is held if sufficient registration warrants. The courses most popular are occupational in nature and include typing, shorthand, welding, metalurgy, drafting, machine shops, to list but a few.

A five dollar fee, refunded at the completion of the class, is requested of all students and classes are offered to all citizens of the School District. Enrollment for the 1968-1969 school year exceeded 650 students.

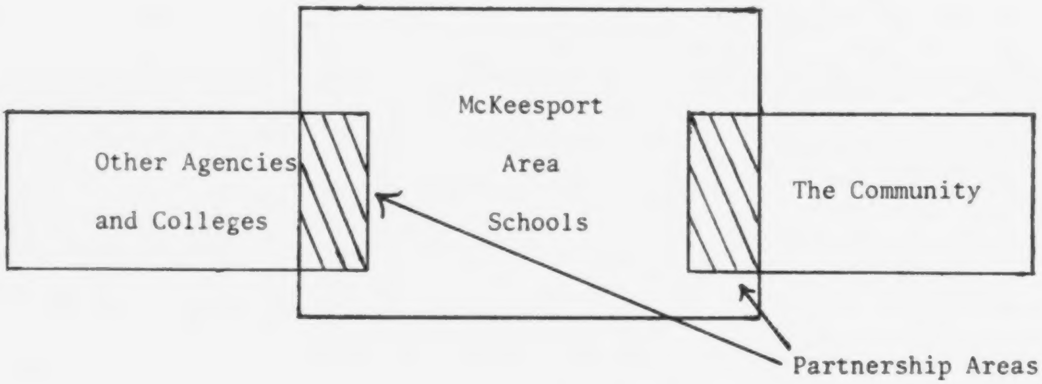
PROPOSED ADULT EVENING CLASSES

Efforts to encourage the growth of this program will be made and as new facilities are planned the needs of this program will be incorporated. Increased public awareness of the program and of the Board of School Directors willingness to support and expand the program is the first needed step.

INNOVATIONS--MCKEESPORT AREA SCHOOL DISTRICT

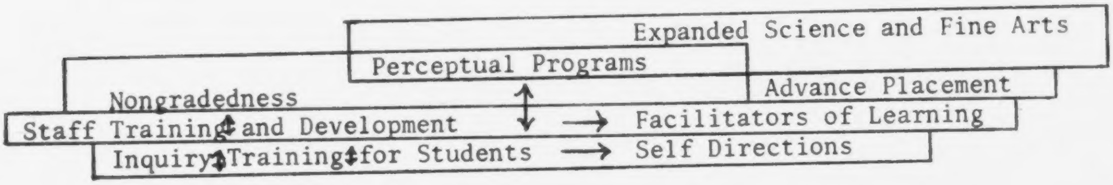
Each school system must realistically assess its philosophy, present personnel, program, finances, and physical plant, but an examination of its dreams is also important. The board, administration, and teaching faculty have intentions of exploring a number of trends and developments for possible implementation in the near future.

The district intends to invest in its teaching faculty through improved pre-service training programs in cooperation with area colleges and universities. A partnership with training institutions with priority for in-service staff development experiences seems feasible as a long term program in maintaining a competent professional staff.



EXPLORING NEW RELATIONSHIPS WITH INSTITUTIONS AND GROUPS

The upgrading of professional staff will be coupled with an intense focus upon an array of organizational plans which will involve every instructional level from pre-school to the comprehensive high school. One central theme will be a study and implementation of individual instructional modes. The schools will move to ungradedness to permit students to proceed at varying rates as well as accommodating their different learning styles. A change in organization will necessitate a re-examination of teacher-student roles in the learning process. If students are to pursue inquiry-centered modes then teachers must become facilitators of learning rather than disseminators of information.

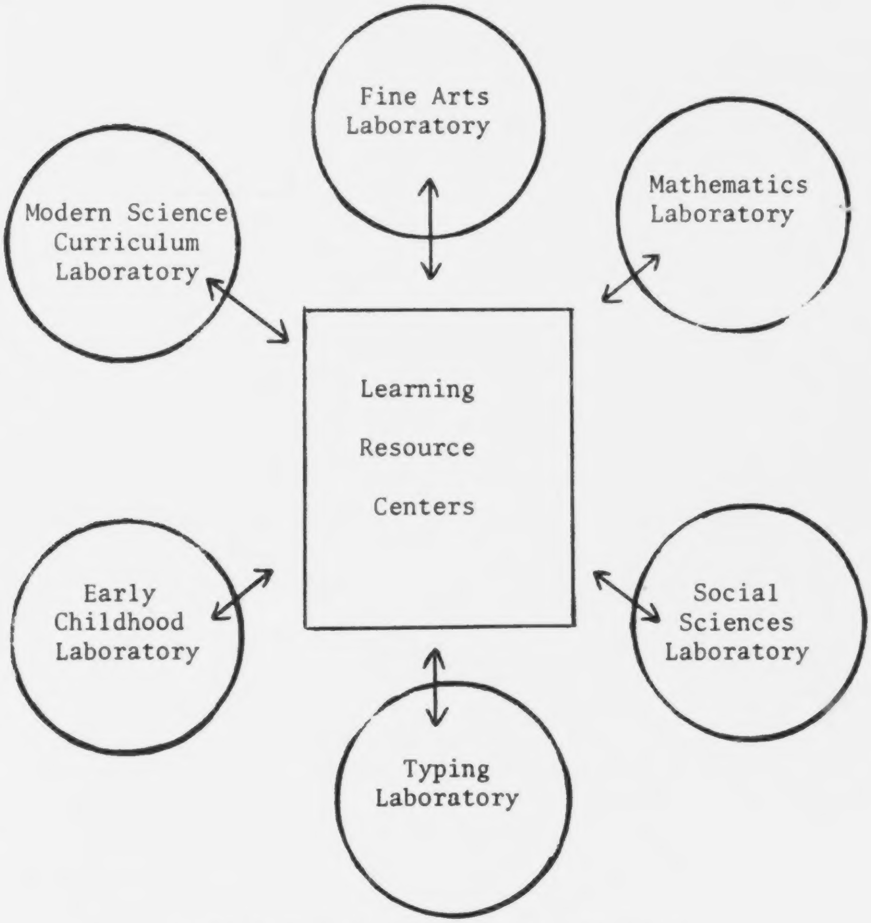

Expanded Science and Fine Arts
Perceptual Programs
Advance Placement
Nongradedness
Staff Training and Development
Facilitators of Learning
Inquiry Training for Students
Self Directions

EXPLORING NEW ORGANIZATIONAL PATTERNS AND ROLES

To support such a shift in instruction the district will need to develop learning resource centers in each building for students and teachers.

The resource centers will feature multi-text and multi-media banks of materials for multi-age utilization. It is envisioned that learning centers will have subsection laboratories for early childhood, commercial subjects, mathematics, modern science, social sciences, the humanities and fine arts. In such laboratories, teachers and students will explore new materials, instructional patterns, and develop original ideas, concepts, and experiences.

It is conceivable that the learning resource centers could become neighborhood-oriented in order to better reflect the adult-youth interests and needs of the total educational community. Attention to concerns like the racial balance formula, neighborhood improvement, adult continuing education, and general cultural appreciations could find resource in the centers.


Fine Arts Laboratory
Modern Science Curriculum Laboratory
Mathematics Laboratory
Learning Resource Centers
Early Childhood Laboratory
Social Sciences Laboratory
Typing Laboratory

EXPLORING NEW RESOURCES TO LEARNING

The faculty, students, and community will give continued attention to an examination of the total school-community learning environment. Concerns for affective learnings will be brought in balance with the cognitive emphasis of the current programs. The attitudes, feelings, self-development of all participants in learning and instruction will be given increased emphasis.

The array of offerings will be broadened in the fine arts and sciences at the secondary level. Curricular innovations will be launched from the perceptual kindergarten experiences to advance placement at the nearby Pennsylvania State University Campus.

MCKEESPORT CURRICULUM PROJECT - MODEL SCHOOL

The Model School Development at the former Shaw Avenue building is a good example of the district investment in a long range project. The Model School is not an exemplary model school, but rather a program model cooperatively designed and operated by the teaching faculty, community, administration, and several department faculties from the School of Education, University of Pittsburgh.

The program model represents an attempt to generate new instructional behaviors among staff members and provide for individualized learning modes of the pupils in the school. It is a school setting where materials new to the area can be piloted under controlled supervision. The school faculty is also participating in staff development activities as pilot alternatives for teacher education throughout the school district.

In some respects the old Shaw building now serves as one type of idea and behavior generation center for the system. The attempt to successfully implement the district racial formula is an integral function of this school. The success of the Model School could facilitate the creation of additional project schools within the district. Each might represent a distinct theme or function in the reformulation of the school district programs, pioneering in new material development or as retraining units for the continuous upgrading of the professional faculties. Very few school boards in the Commonwealth have demonstrated this type of commitment to the changes needed for future education.

The Model School is in its third year of operation. Highland School, also operated in close cooperation with the Department of Elementary Education, University of Pittsburgh, is in its second year of operation.

TRANSPORTATION POLICY

The student transportation program of McKeesport Area School District generally is determined by the State rules for transportation reimbursement for elementary and secondary school students. All elementary school students who reside more than one and one half miles from their assigned school are transported as are all secondary school students who reside over two miles from their assigned school. In addition, Special Education children are transported from their homes to various schools within and outside the school district.

Several exceptions to the general policy have been made by the Board of School Directors. Because of hazardous traffic conditions, some children who live less than the required distance from the school which they are assigned are transported at the expense of the School District. Those involved are junior high school students living in the Tenth Ward, Eleventh Ward, Grandview and Fawcett Plan sections of the city of McKeesport and the Amherst Terrace section of White Oak Borough. In addition some elementary students residing beyond Route 48 and Lincoln Way in the Borough of White Oak who live less than one and one half miles from assigned schools are transported.

Another exception to the basic program is a result of the Plan to eliminate racial imbalance in the McKeesport Area School District. Some 300 students are transported from their resident attendance are to a school in some other part of the school district in order to achieve better racial balance in all schools of the district.

The number of pupils transported in the 1970-1971 school year and the building to which they were transported are shown in Table 3-4. The routes followed in transporting these students are found on pages 3.25, 3.126, and 3.127.

TABLE 3-4

MCKEESPORT AREA SCHOOL DISTRICT

PUPILS TRANSPORTED

1968-1969

ELEMENTARY GRADES

SCHOOL	1	2	3	4	5	6	Total
Greenwood	17	13	13	25	14	17	99
George Washington	7	5	15	12	11	20	70
Lincoln	18	25	19	25	--	--	87
McCave	5	7	8	10	1	8	39
White Oak	45	44	32	26	65	61	273
Totals	92	94	87	98	91	106	568

SECONDARY GRADES

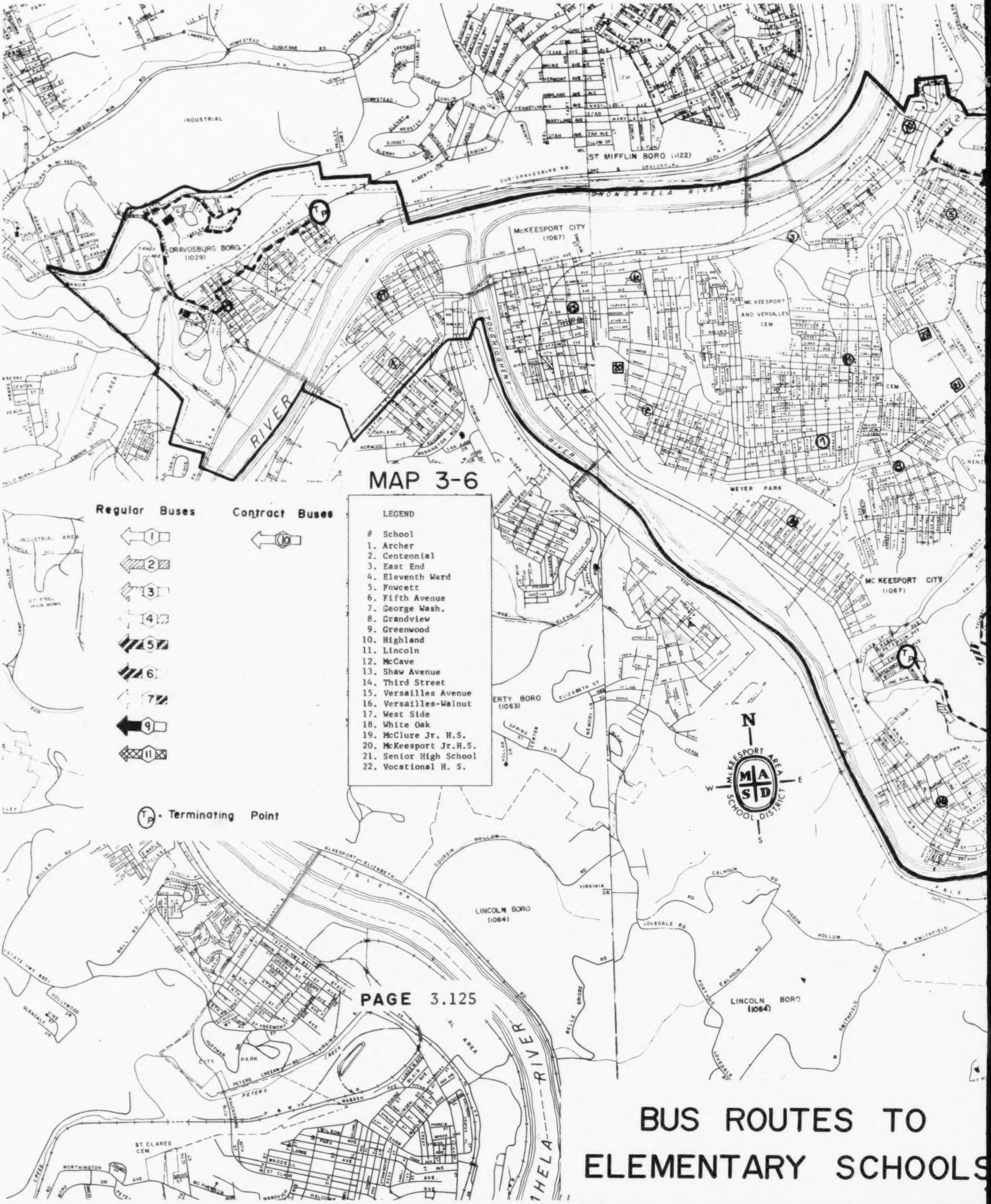
SCHOOL	7	8	9	10	11	12	Total
McClure Jr. H.S.	218	170	188				576
McK. Jr. H.S.	48	54	63				165
McK. Sr. H.S. & Vocational H.S.				390	359	384	1133
Totals	266	224	251	390	359	384	1874

SPECIAL EDUCATION

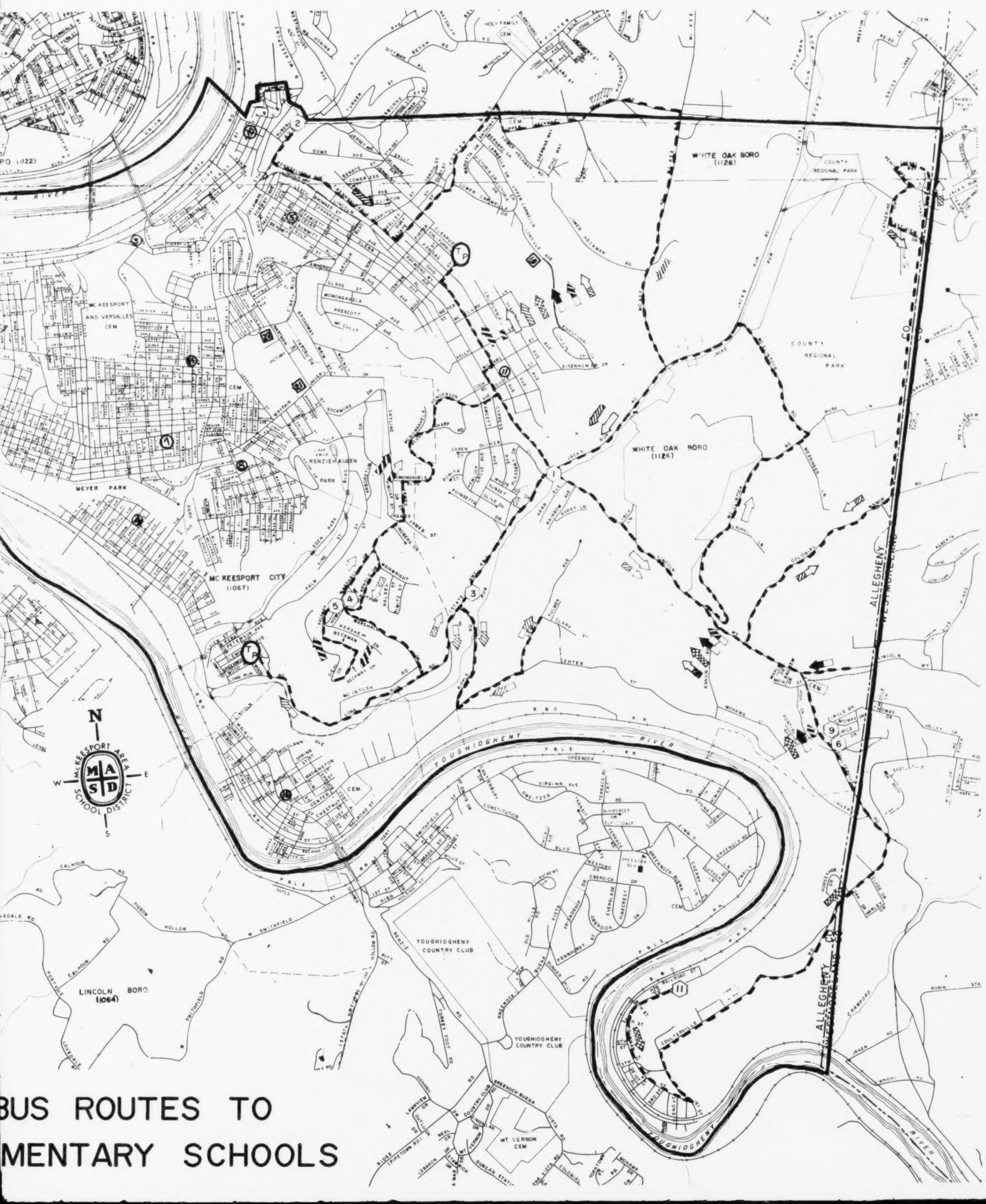
George Washington	63
East End	15
West Side	90
Mon-Valley	9
	176

Elementary	568
Secondary	1874
Special Education	176
	2618

MAP 3-6


Regular Buses
Contract Buses
1
2
3
4
5
6
7
9
11
10
LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
TP - Terminating Point
N
E
S
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D
DRAVOSBURG BORO (1029)
McKEESPORT CITY (1067)
WEST MIFFLIN BORO (1122)
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
McKEESPORT AND VERSAILLES CEM
MEYER PARK
LIBERTY BORO (1063)
LINCOLN BORO (1064)
INDUSTRIAL
INDUSTRIAL AREA
U.S. STEEL IRVIN WORKS
CITY PARK
ST. CLARES CEM.
LOVEDALE RD
PIGEON HOLLOW RD
W SMITHFIELD
CALHOUN RD
BELLE BRIDGE RD
GLASSPORT-ELIZABETH

BUS ROUTES TO ELEMENTARY SCHOOLS



WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
MC KEESPORT AND VERSAILLES CEM
MC KEESPORT CITY (1067)
RENZIEHAUSEN PARK
MEYER PARK
HOLY FAMILY CEM
CEM
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
LINCOLN BORO (1064)
ALLEGHENY
WESTMORELAND CO.
ALLEGHENY
WESTMORELAND CO.
N
S
E
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M A S D
MC KEESPORT AREA SCHOOL DISTRICT
1
2
3
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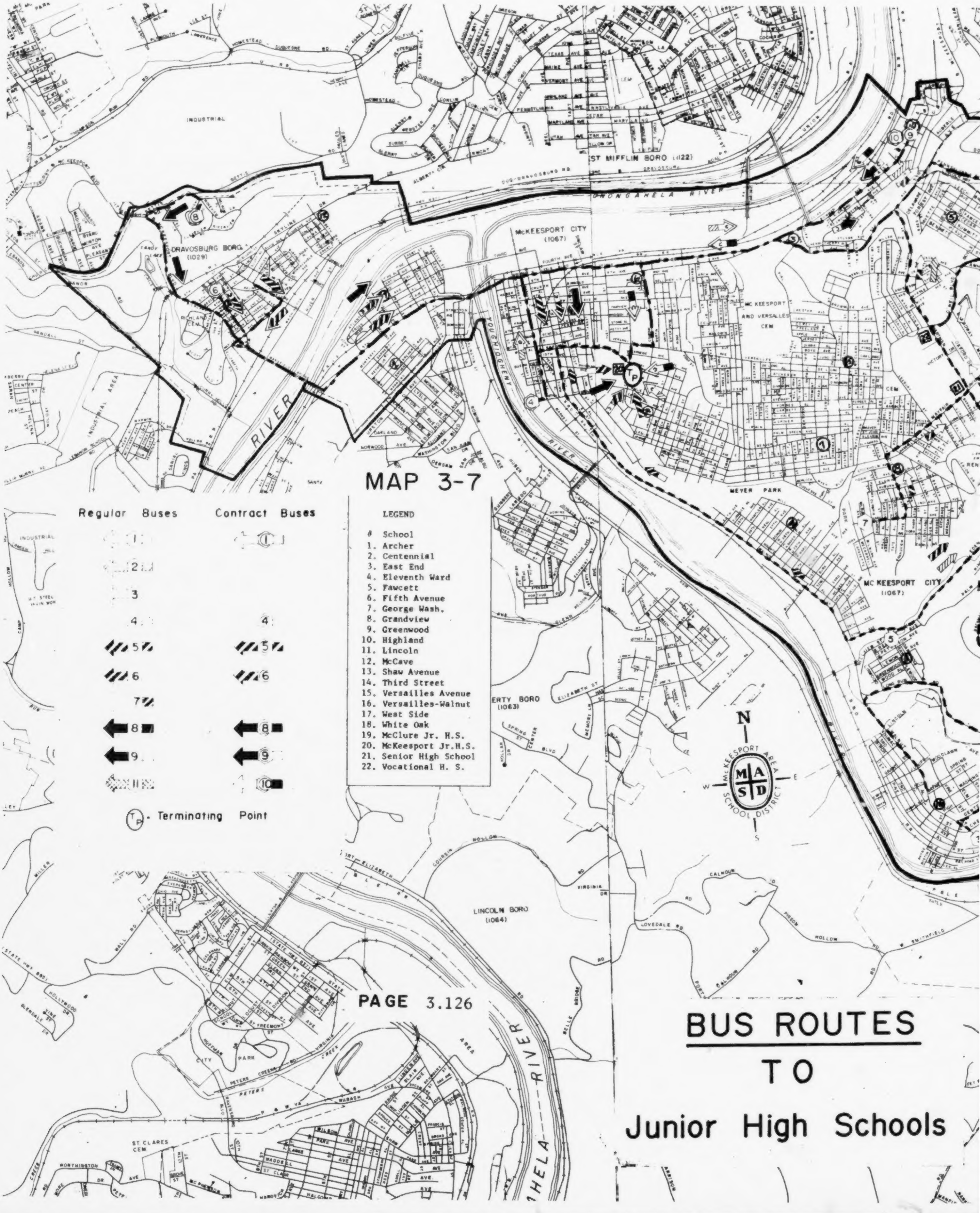
11
TP
TP

BUS ROUTES TO
MENTARY SCHOOLS


Regular Buses
Contract Buses
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2
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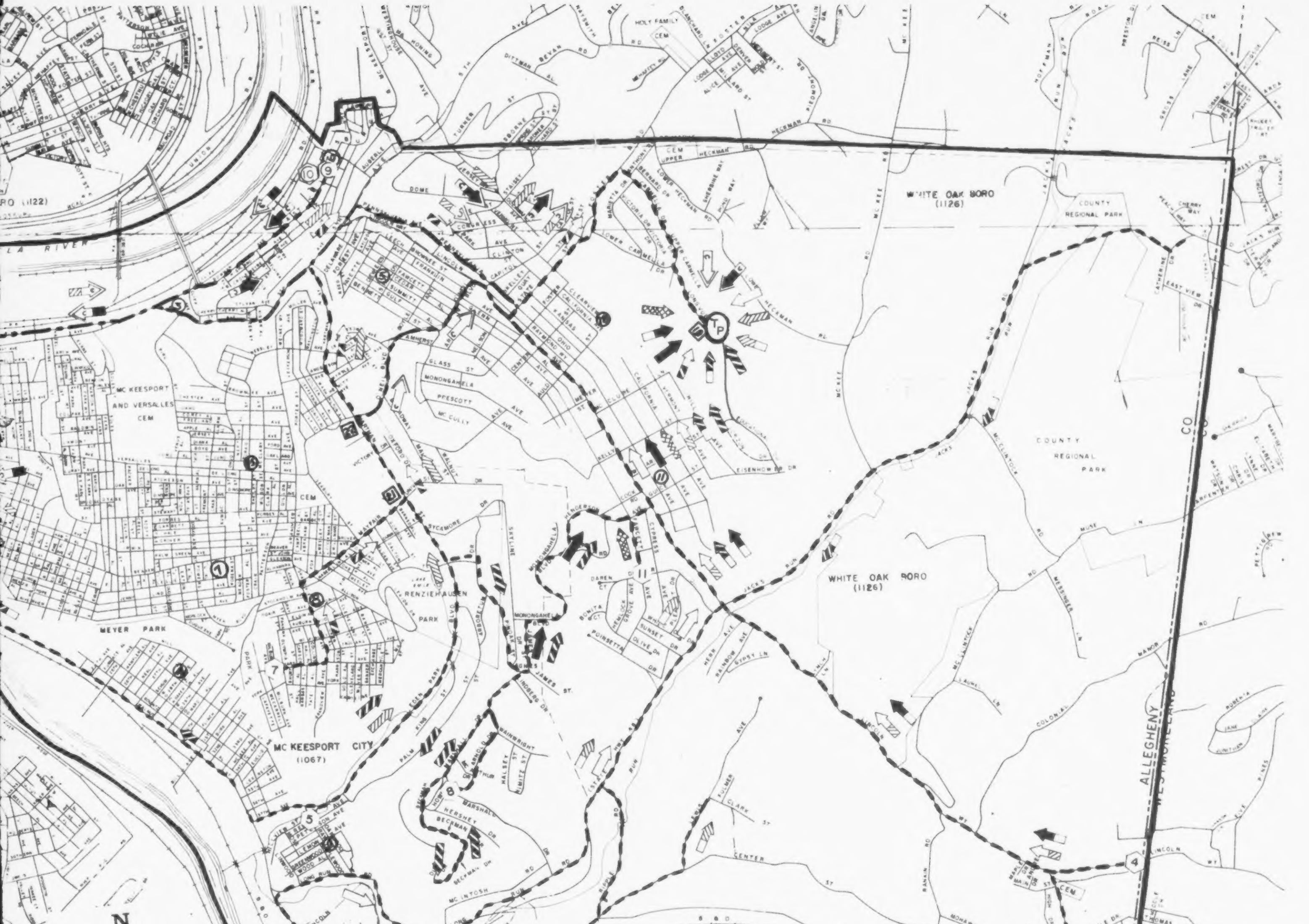
Tp - Terminating Point
LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
ST MIFFLIN BORO (1122)
DRAVOSBURG BORO (1029)
McKEESPORT CITY (1067)
LINCOLN BORO (1064)
McKEESPORT AND VERSAILLES CEM
MEYER PARK
INDUSTRIAL
N
E
S
W
McKEESPORT AREA SCHOOL DISTRICT
M A S D

MAP 3-7

BUS ROUTES
TO
Junior High Schools



HOLY FAMILY CEM
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
MC KEESPORT AND VERSAILLES CEM
CEM
RENZIEHAUSEN PARK
MEYER PARK
MC KEESPORT CITY (1067)
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
ALLEGHENY CO
WESTMORELAND CO
N
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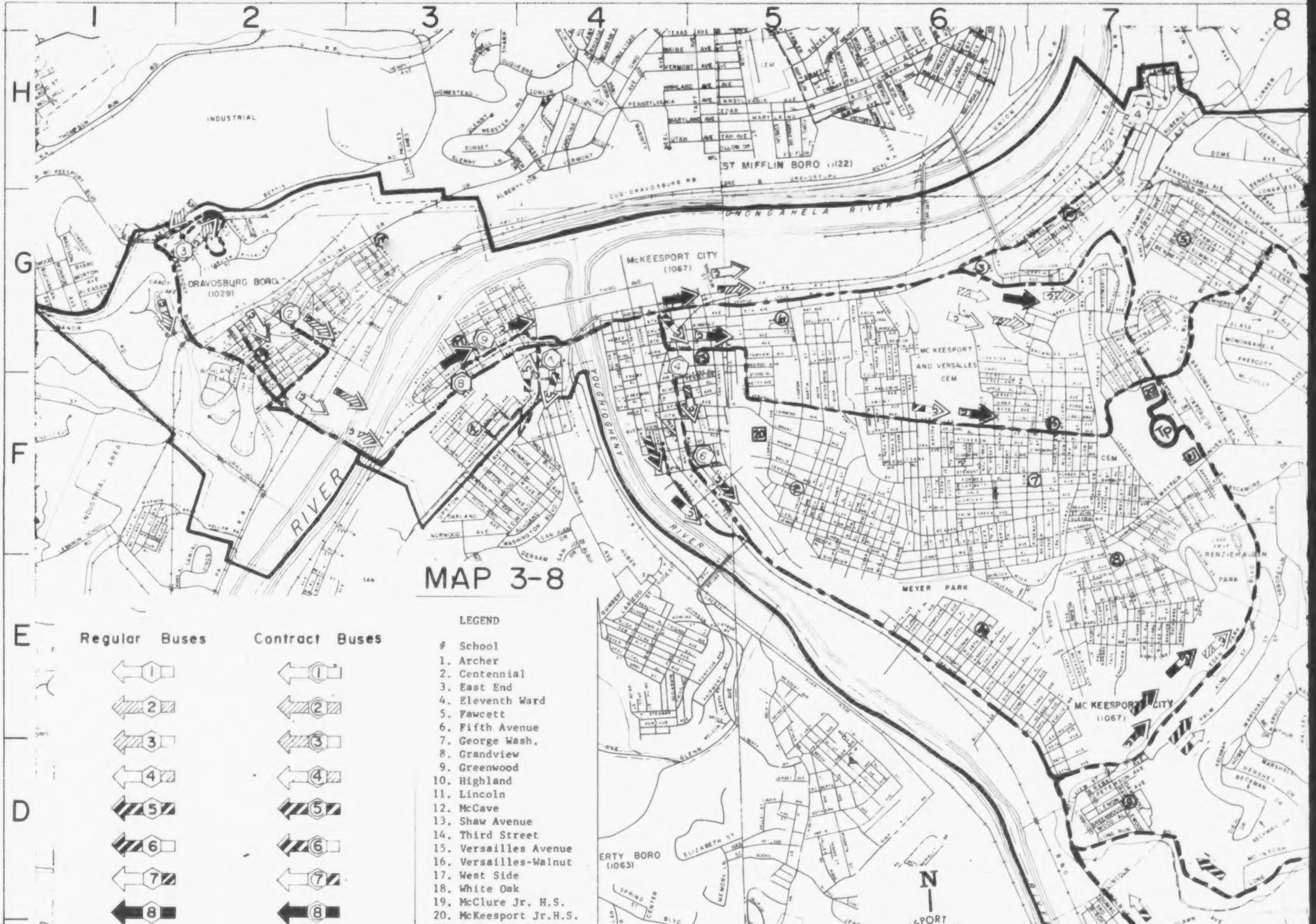
M A S D
MCKEESPORT AREA SCHOOL DISTRICT

BUS ROUTES

TO

unior High Schools


Regular Buses
Contract Buses
1
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TP - Terminating Point
LEGEND
# School
1. Archer
2. Centennial
3. East End
4. Eleventh Ward
5. Fawcett
6. Fifth Avenue
7. George Wash.
8. Grandview
9. Greenwood
10. Highland
11. Lincoln
12. McCave
13. Shaw Avenue
14. Third Street
15. Versailles Avenue
16. Versailles-Walnut
17. West Side
18. White Oak
19. McClure Jr. H.S.
20. McKeesport Jr.H.S.
21. Senior High School
22. Vocational H. S.
McKEESPORT AREA SCHOOL DISTRICT
M A S D
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McKEESPORT CITY (1067)
DRAVOSBURG BORO (1029)
ST MIFFLIN BORO (1122)
LINCOLN BORO (1064)
MONONGAHELA RIVER
YOUGHIOGHENY RIVER
McKEESPORT AND VERSAILLES CEM
MEYER PARK
RENZIEHAUSEN PARK
INDUSTRIAL
CITY PARK
ST. CLARES CEM
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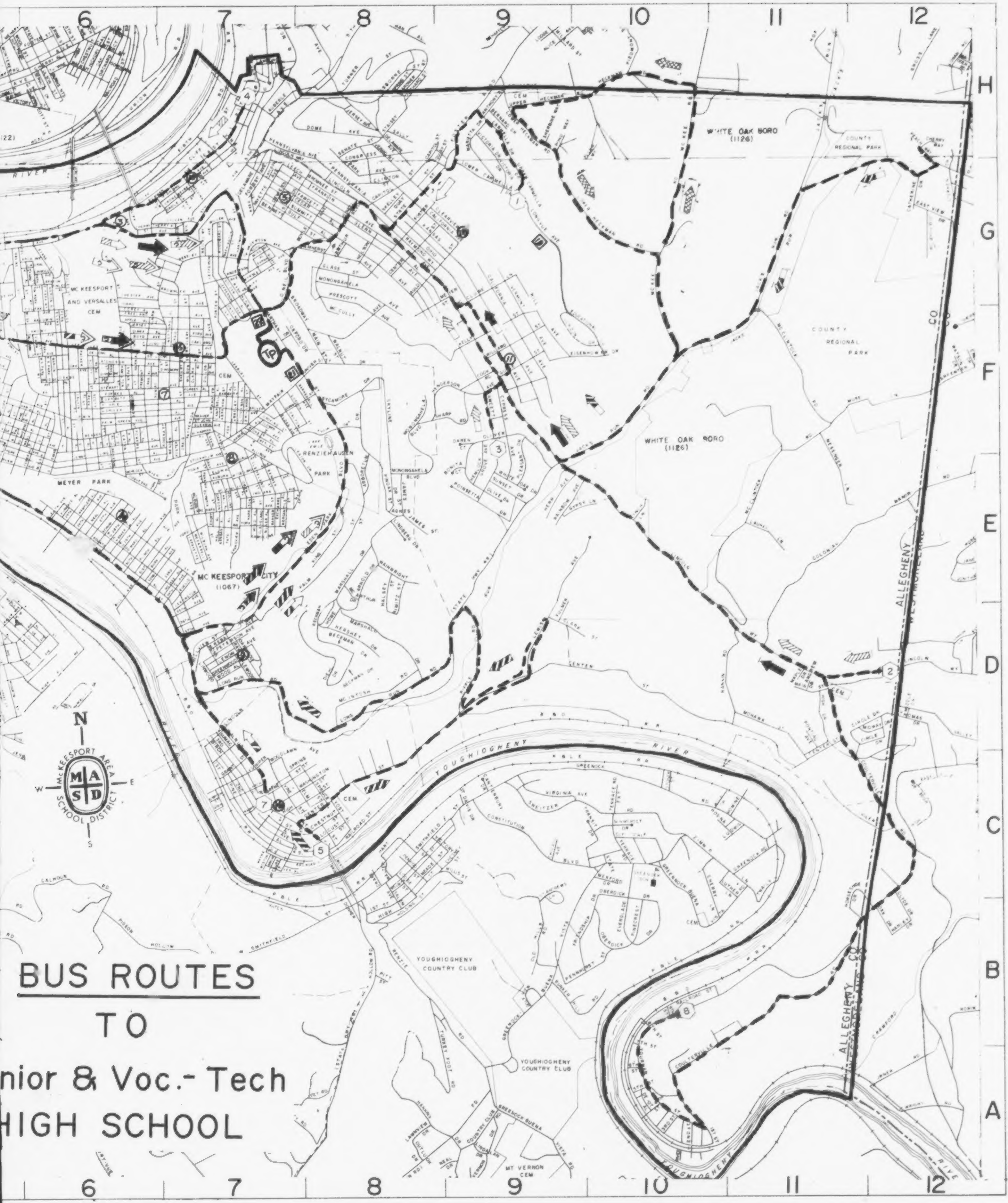
MAP 3-8

BUS ROUTES
TO
Senior & Voc.-Tech HIGH SCHOOL



6
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12
H
G
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E
D
C
B
A
WHITE OAK BORO (1126)
COUNTY REGIONAL PARK
MC KEESPORT AND VERSAILLES CEM
MC KEESPORT CITY (1067)
MEYER PARK
RENZIEHAUSEN PARK
YOUGHIOGHENY RIVER
YOUGHIOGHENY COUNTRY CLUB
MT VERNON CEM
ALLEGHENY
WESTMORELAND
CO.
McKEESPORT AREA SCHOOL DISTRICT
M A S D
N
S
E
W
RIVER
CEM

BUS ROUTES

TO

nior & Voc.- Tech

HIGH SCHOOL

SECTION IV

SCHOOL PLANT FACILITIES

SECTION IV

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SCHOOL PLANT FACILITIES

INTRODUCTION

This section of the Long-Range Developmental Program presents an inventory and evaluation of existing school plant facilities in the McKeesport Area School District. Future school building needs and plans designed to meet projected educational goals are introduced.

The ideal school facility should adequately provide for both current and logically projected curriculum needs for all instructional levels, environmental conditions which meet or excel current standards of the controlling agencies, and physical characteristics which tend toward economical maintenance/owning costs.

In practice, even relatively new buildings do not conform to established standards, and where older buildings exist it is necessary to evaluate their adaptability to the projected educational program. Based on this evaluation, recommendations are made to continue the use of the building "as is," to make alterations which improve environmental and/or space deficiencies, or to retire the structure from service and provide new facilities.

EVALUATION CRITERIA

In evaluating existing buildings and suggesting a course of action the following assumptions are made:

1. Current space and environmental standards as set by the Departments of Public Instruction, Health, and Labor and Industry should be fully recognized.

    a. When the term "Combustible Construction" is noted in the analysis, it is used in reference to Table 4 of the Department of Labor and Industry's "Building Regulations for Protection from Fire and Panic -

1968 Edition" requiring that school structures composed of wood floor or roof framing be limited to one story in height.

2. Reasonable consideration should be given to the nation-wide trend toward enrichment of the entire educational program.

3. The increasing difficulty of obtaining good teachers for small, isolated buildings with limited facilities should be accepted.

4. Building sizes and location should be governed by such factors as pupil location, transportation, a full educational program in each, and economy of owning costs; the latter being a composite of capital plus operating costs.

5. An elementary school should be of sufficient size to permit the economical incorporation (and use) of specialized and auxiliary facilities to provide a complete facility including: Twelve or more standard classrooms (to share costs of specialized areas); kindergartens, special education classrooms; a multi-purpose room w/kitchen; specialized spaces for art, music, library and other instructional media, health, office and service rooms; an adequate site for student outdoor functions, traffic buffer zone, parking and reasonable expansion (DPI recommended minimum size for elementary use is ten acres of usable land, plus one acre per 100 students enrolled.

6. Buildings serving the secondary levels should be of sufficient size to permit an economical and effective use of specialized facilities on the bases of class sizes and staff assignments. The increasing breadth of curriculum required by the developing educational philosophy results in the need of a wider variety of spaces to serve individuals, as well as small, medium and large groups. These factors combine to suggest much larger buildings than historical opinion has indicated to be desirable.

In considering upgrading interior space conditions in old buildings, consideration should be given to keeping changes to a minimum, so that increased capital expenditures will not appreciably extend their fiscally required life. In most cases remodeling will not serve to fully modernize the structure on functional, structural or economical maintenance basis.

EXISTING BUILDINGS

Locations of the existing buildings are indicated on Map 2-2, page 2.3.

Marked deficiencies of site size, environment, and operating economy are exhibited by the Shaw Avenue, West Side, Fawcett, Grandview, Versailles Avenue, Highland Avenue, Third Street, Archer Street, Lincoln, East End, and McCave Buildings. In general, a considerable degree of alteration and renovation would be required to approach modern educational and environmental requirements; and strict compliance with current Department of Public Education's standards would be fiscally impractical in every case.

PROJECTED BUILDING PROGRAM

A. Existing Buildings:

1. Shaw Avenue Elementary School - Phase Out - 1975-1976.
2. West Side Elementary School - Phase Out - 1975-1976.
3. Fawcett Elementary School - Phase Out - 1975-1976.
4. Grandview Elementary School - Phase Out - 1975-1976.
5. Versailles Avenue Elementary School - Phase Out - 1975-1976.
6. Highland Avenue Elementary School - Phase Out - 1975-1976.
7. Third Street Elementary School - Phase Out - 1975-1976.
8. Archer Street Elementary School - Phase Out - 1975-1976.
9. Lincoln Elementary School - Phase Out - 1975-1976.
10. East End Elementary School - Phase Out - 1975-1976.
11. McCave Elementary School - Phase Out - 1975-1976.
12. Centennial Elementary School - Phase Out - 1980-1985.
13. George Washington Elementary School - Phase Out - 1980-1985.
14. Versailles-Walnut Elementary School - Phase Out - 1980-1985.
15. Eleventh Ward Elementary School - Phase Out - 1980-1985.
16. Grandview School Annex - Phase Out - 1980-1985.
17. Greenwood Elementary School - Phase Out - 1980-1985.
18. White Oak Elementary School - Continue Indefinitely.
19. Fifth Avenue Elementary School - Phase Out - 1980-1985.
20. McKeesport Junior High School - Grades 6, 7, 8 for 1560 pupils with September 1975 occupancy. Replacement of toilets, lighting, heating and ventilating are necessary to place the building in first class physical condition.

21. Francis McClure Junior High School - Grades 6, 7, 8 for 1,000 pupils with September 1975 occupancy. Any required modifications resulting from change in usage can be accomplished through the present program of general maintenance and upgrading.

22. McKeesport Vocational High School - the educational programs of the High School and the Vocational School will be combined and operated as a single high school unit. New construction Unit IV, detailed below, will incorporate the ninth grade pupils in 1975.

23. McKeesport Senior High School - Grades 9, 10, 11, 12. The educational programs of the High School and the Vocational School will be combined and operated as a single high school unit. New construction Unit IV, detailed below, will incorporate the ninth grade pupils in 1973.

B. New Buildings

1. Unit I - Elementary School - to be located across Youghiogheny River in West Side area. Construct a structure for grades K-5 plus Special Education, 646 pupils, September 1973 occupancy.

Estimated Total Cost	- $3,506,100.00
Annual Rental, based on a 40 year, 6 1/2% Bond Issue	- Approximately $247,671

2. Unit II - Elementary School - to be located in the general area of the Fawcett Elementary School. Construct a building for grades K-5 plus Special Education, 955 pupils, September 1973 occupancy.

Estimated Total Cost	- $4,719,750.00
Annual Rental, based on a 40 year, 6 1/2% Bond Issue	- Approximately $333,403

3. Unit III - Elementary School - to be located in the general area of the McClure Junior High School or East of this location. Construct a building for grades K-5 plus Special Education, 974 pupils, September 1973 occupancy.

Estimated Total Cost	- $4,719,750.00
Annual Rental, based on a 40 year, 6 1/2% Bond Issue	- Approximately $333,403

4. Unit IV - Senior High School - to be located in the area between the High School and the Vocational-Technical School. Construct an addition to the High School to accommodate approximately 1,400 ninth grade pupils, September 1973 occupancy.

Estimated Total Cost	- $5,851,200.00
Annual Rental, based on a 40 year, 6 1/2% Bond Issue	- Approximately $413,329

5. Unit V - McKeesport Junior High School - Grades 6, 7, 8 (Middle School). Replacement of toilets, lighting, heating and ventilating.

Estimated Total Cost - $2,561,280.00

Annual Rental, based on a 40 year 6 1/2% Bond Issue - Approximately $180,928

6. Unit VI - Athletic Field, McKeesport Senior High School - Includes 6,000 seat stadium, parking, lighting, fieldhouse, and fencing.

Estimated Total Cost - $801,000

Annual Rental, based on a 40 year, 6 1/2% Bond Issue - Approximately $56,852.00

Summary New Buildings

Unit I	-	$ 3,506,100
Unit II	-	4,719,750
Unit III	-	4,719,750
Unit IV	-	5,851,200
Unit V	-	2,561,280
Unit VI	-	801,000
Estimated Total Coat		$22,159,080
Annual Rental, based on a 40 year, 6 1/2% Bond Issue		Approximately $1,565,586

All of the above new buildings costs are projected for bidding at the end of 1971, and occupancy in September 1973.

DETAILED DESCRIPTION OF EXISTING BUILDINGS

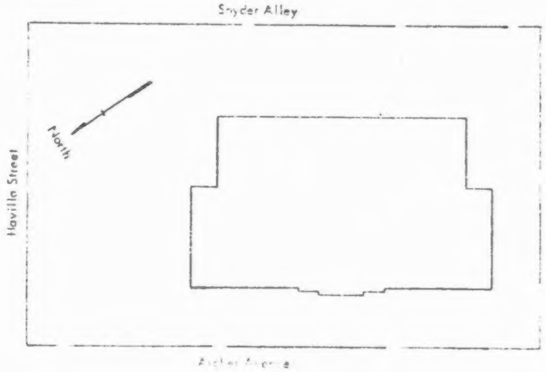
For convenience a summary of the existing buildings of the district, together with the proposed construction, renovation, and additions follows:

ARCHER STREET ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Concrete floor and roof systems. Masonry partitions - plaster finish. Wood finish floors in classrooms. Terrazzo corridor floors and stairs.	Building sound but constant maintenance.
Heating	Present Condition
Steam - gas fired. Unit ventilators in classrooms.	Fair. Does not comply with required standards.
Plumbing	Present Condition
Modern fixtures in toilet rooms.	Satisfactory.
Electrical	Present Condition
Old style incandescent fixtures.	Lighting in classrooms inadequate by present standards.

The above Structure is Fire Resistive Construction.

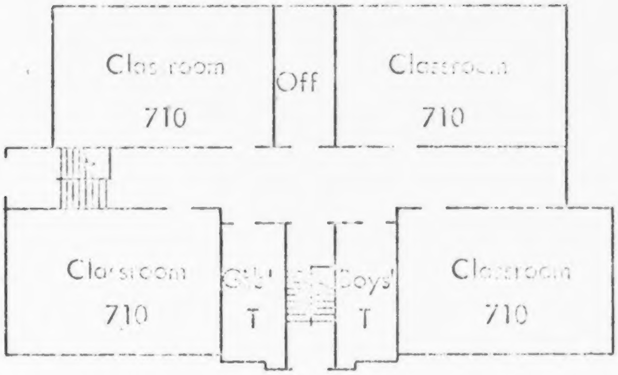
Recommendation: The site is inadequate. There is no provision at all for physical education and for a cafeteria and kitchen facilities. Environmental provisions are below standard. Above average maintenance is required. The size of the building makes effective teaching difficult. This structure should be phased out at the earliest possible time.



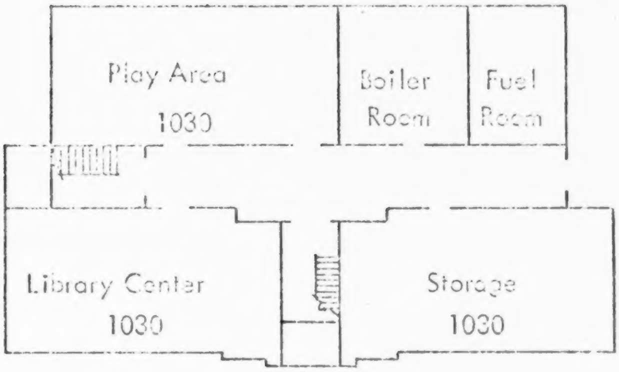
Site Plan

Archer Street School

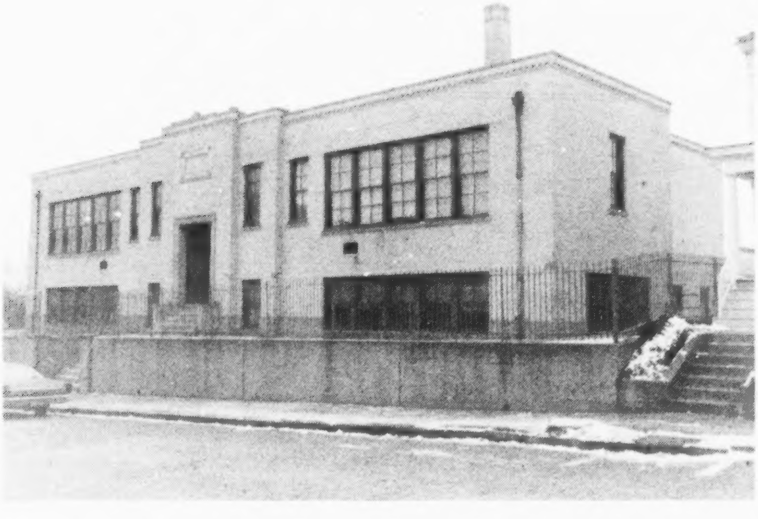
Built	1928
Grades Housed	6
Capacity	150
Area	.5 Acre


Classroom
710
Off
Classroom
710
Classroom
710
Girls'
T
Boys'
T
Classroom
710

First Floor


Play Area
1030
Boiler
Room
Fuel
Room
Library Center
1030
Storage
1030

Basement



CENTENNIAL ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Concrete floor and roof systems. Glass block and aluminum projected replacement windows in classrooms. Wood finish floors in classrooms. Terrazzo corridor floors.	Generally good. Masonry and glass block need minor repairs and waterproofing.

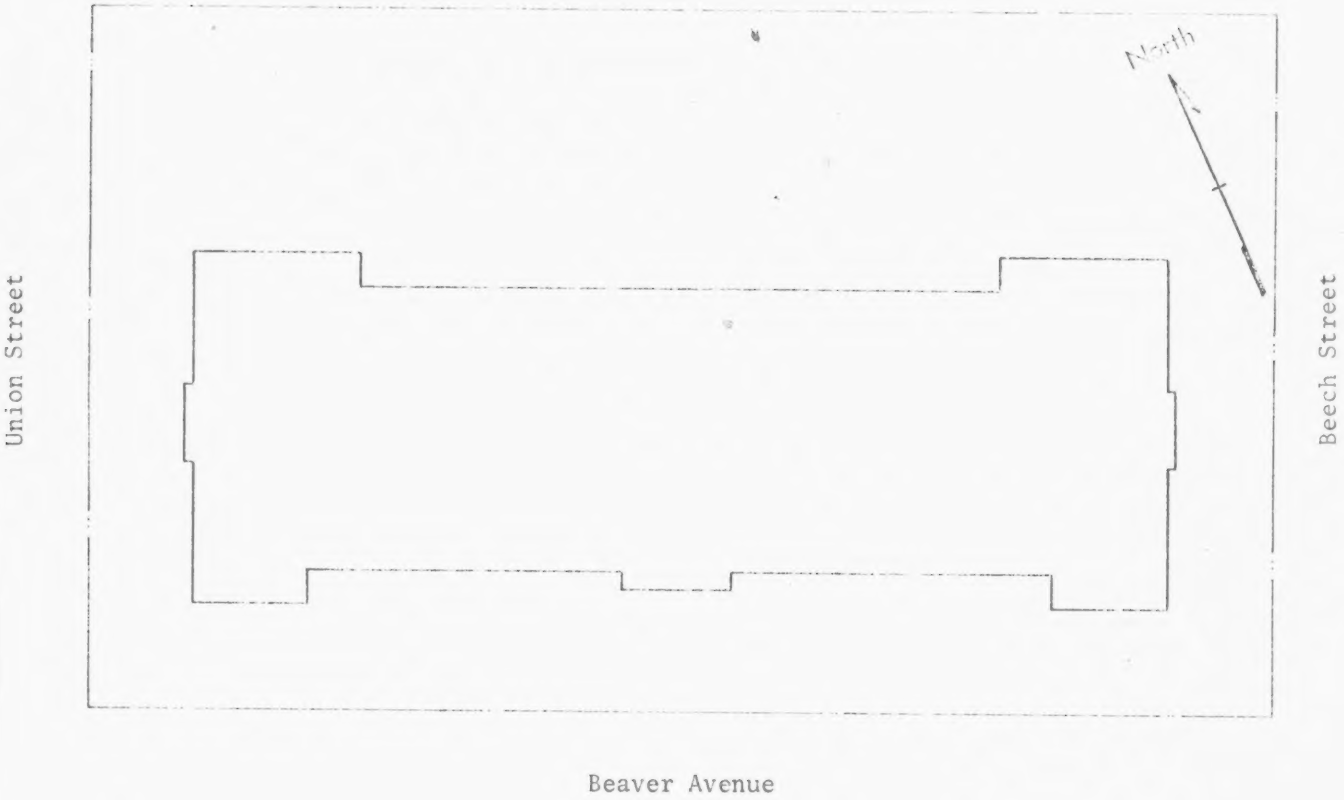
Heating	Present Condition
Split system - steam radiators with individual room controls and forced warm air with central control only. Steam boilers - gas fired - steam radiator sections in forced air ducts.	Fair. Boiler is old and replacement parts are difficult to obtain.

Plumbing	Present Condition
Toilet fixtures antiquated - difficult to keep in operation.	Poor. Fixtures should be replaced.

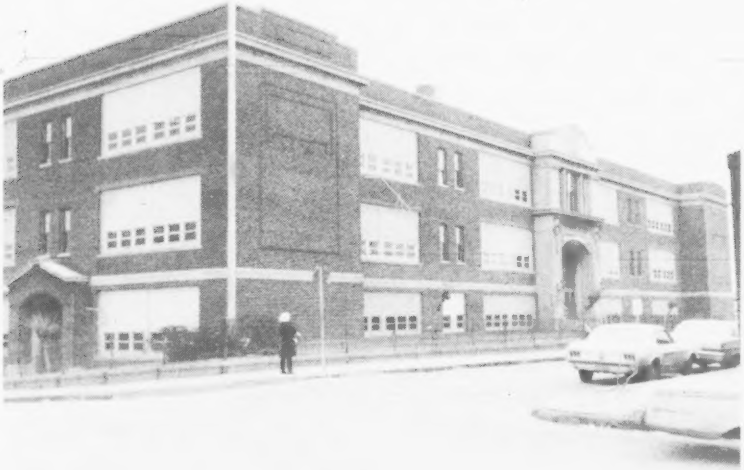
Electrical	Present Condition
New electrical service - classroom lighting has been modernized with fluorescent fixtures.	Satisfactory.

The above Structure is Fire Resistive Construction.

Recommendation: To be maintained for at least the next ten years. Existing space should be converted for physical education and cafeteria use.


North
Union Street
Beech Street
Beaver Avenue

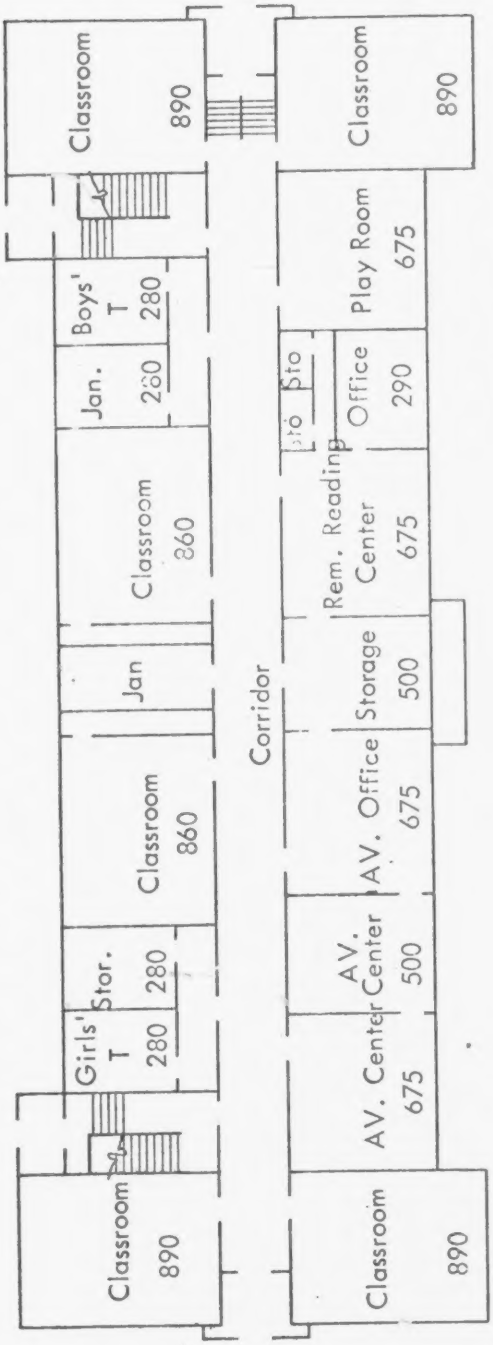
Site Plan



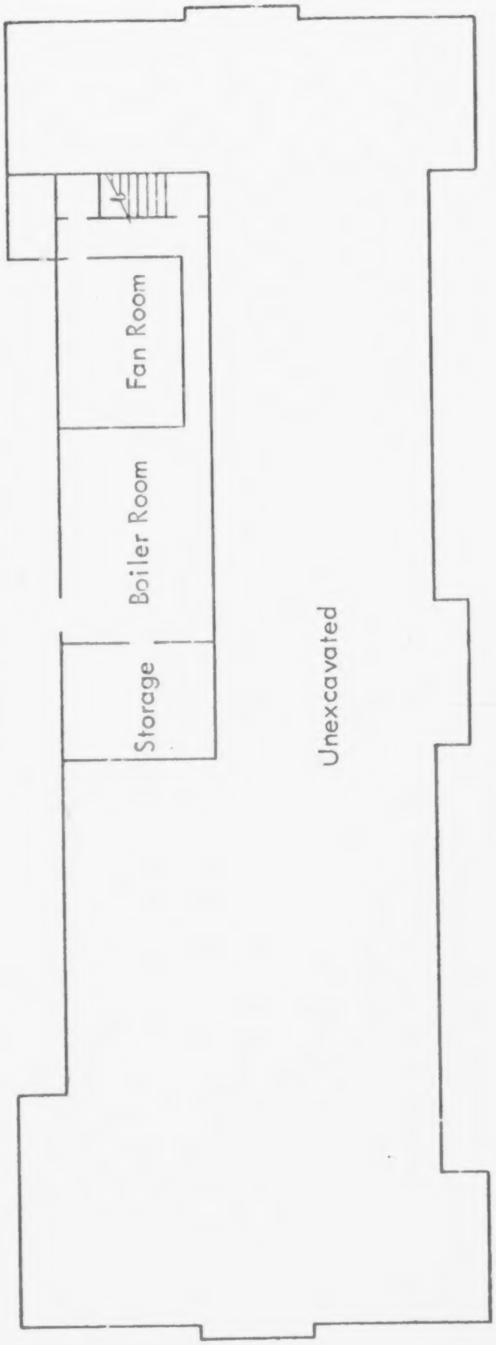
Centennial School

Built	1921
Grades Housed	K-6
Capacity	750
Area	1 Acre

Centennial School

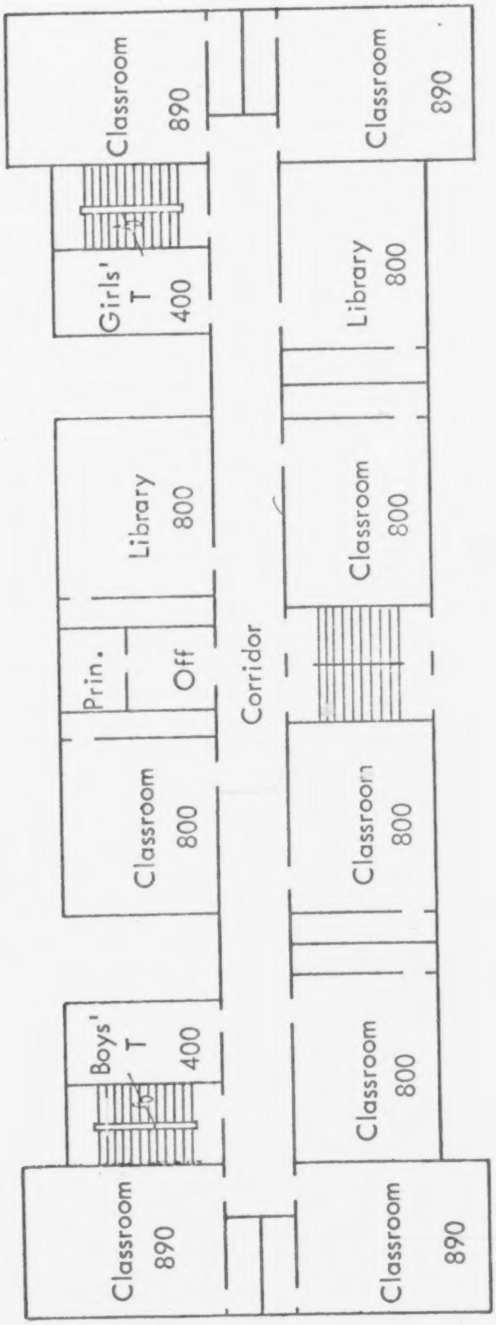

Classroom 890
Classroom 890
Boys' T 280
Jan. 280
Play Room 675
Sto
Sto
Office 290
Classroom 860
Rem. Reading Center 675
Jan
Storage 500
Corridor
Classroom 860
AV. Office 675
Stor. 280
AV. Center 500
Girls' T 280
AV. Center 675
Classroom 890
Classroom 890

Ground Floor

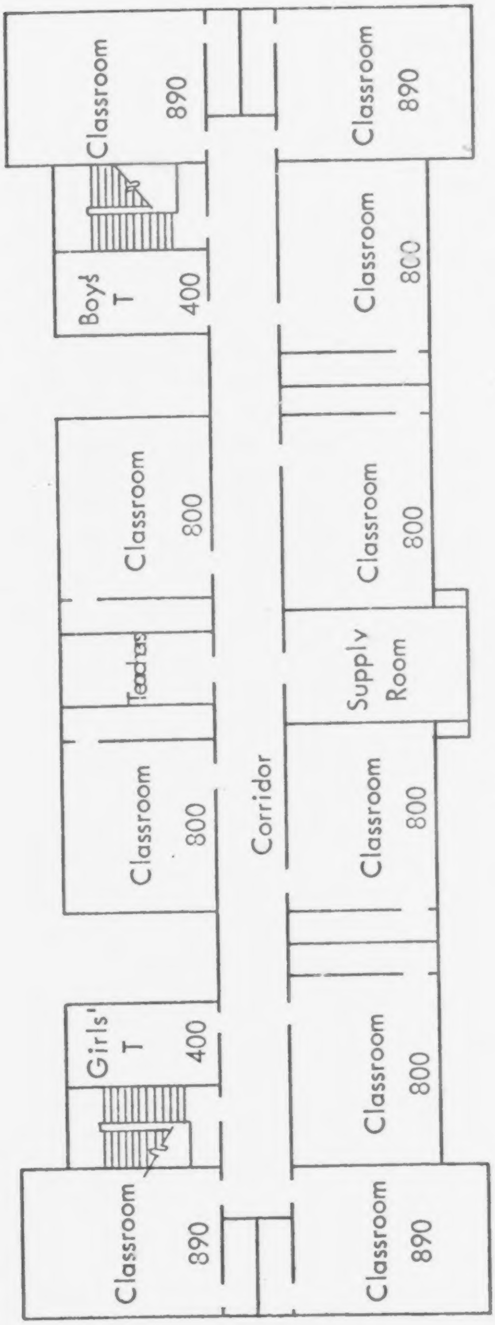

Fan Room
Boiler Room
Storage
Unexcavated

Basement

Centennial School


Classroom 890
Classroom 890
Girls' T 400
Library 800
Library 800
Classroom 800
Prin.
Off
Corridor
Classroom 800
Classroom 800
Boys' T 400
Classroom 800
Classroom 890
Classroom 890

First Floor


Classroom 890
Classroom 890
Boys T 400
Classroom 800
Classroom 800
Classroom 800
Teachers
Supply Room
Classroom 800
Corridor
Classroom 800
Girls' T 400
Classroom 800
Classroom 890
Classroom 890

Second Floor

EAST END ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Limestone trim. Steel windows. Wood doors. Concrete floor and room systems. Masonry partitions - plaster finish. Terrazzo corridor floors - glazed structural facing tile wainscots.	Building sound. Maintenance repairs required.

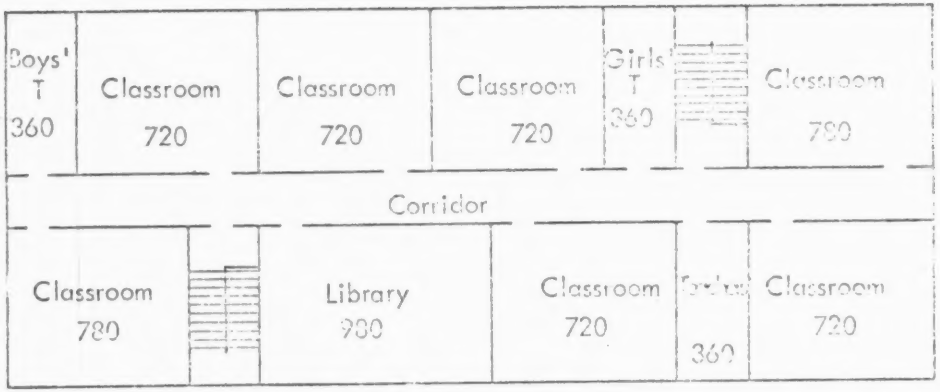
Heating	Present Condition
"Columbus" forced hot air system - stoker fired.	Fair. Stoker replacement is necessary. Present plan is to convert to gas firing. Does not comply with required standards.

Plumbing	Present Condition
Modern plumbing fixtures.	Satisfactory.

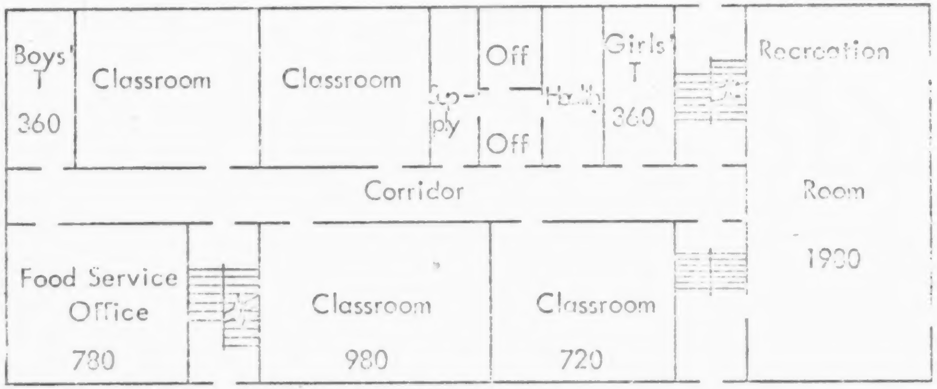
Electrical	Present Condition
Old style incandescent fixtures.	Lighting in classrooms inadequate by present standards.

The above Structure is Fire Resistive Construction.

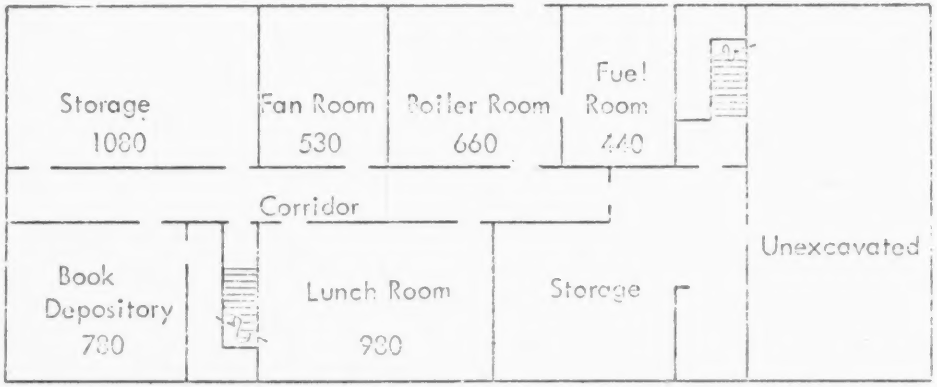
Recommendation: The site is inadequate. There is no provision for cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.


Boys' T 360
Classroom 720
Classroom 720
Classroom 720
Girls' T 360
Classroom 780
Corridor
Classroom 780
Library 980
Classroom 720
360
Classroom 720

Second Floor

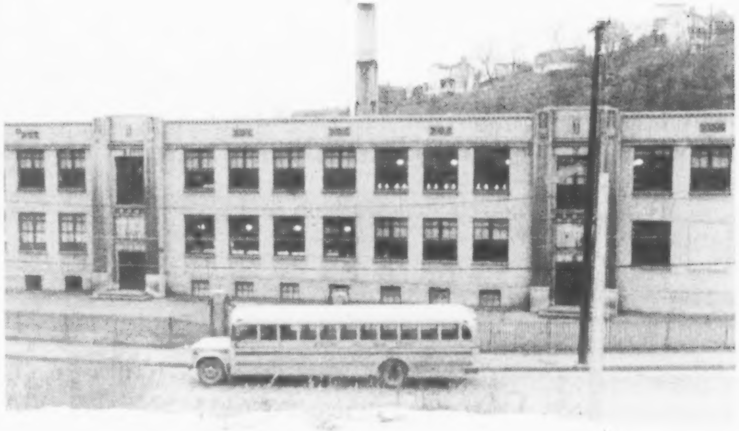

Boys' T 360
Classroom
Classroom
Sup-ply
Off
Off
Health
Girls' T 360
Recreation Room 1980
Corridor
Food Service Office 780
Classroom 980
Classroom 720

First Floor


Storage 1080
Fan Room 530
Boiler Room 660
Fuel Room 440
Corridor
Book Depository 780
Lunch Room 980
Storage
Unexcavated

Basement

Site Plan



East End School

Built	1939
Grades Housed	K-6
Capacity	360
Area	1.2 Acres

ELEVENTH WARD ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up Limestone trim. Wood double-hung windows. Concrete floor and roof systems. Masonry partitions - plaster finish. Terrazzo corridor floors - brick wainscots. Terrazzo toilet room floors - brick wainscots. Asphalt tile classroom floors.	Building basically sound. Only minor maintenance repairs required.

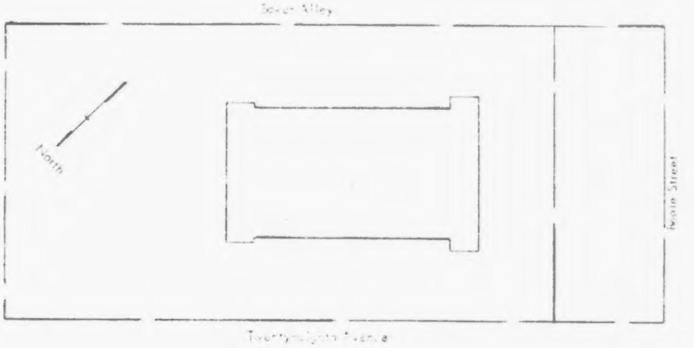
Heating	Present Condition
Steam - gas fired boilers. Unit ventilators and radiators in classrooms with individual room controls.	Fair.

Plumbing	Present Condition
Modern fixtures in toilet rooms.	Good.

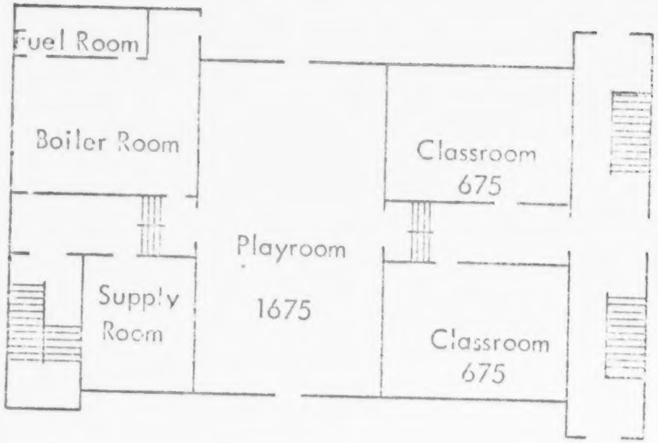
Electrical	Present Condition
Incandescent and fluorescent fixtures in classrooms.	Lighting inadequate by present standards. Electric service is adequate for new lighting load.

The above Structure is Fire Resistive Construction.

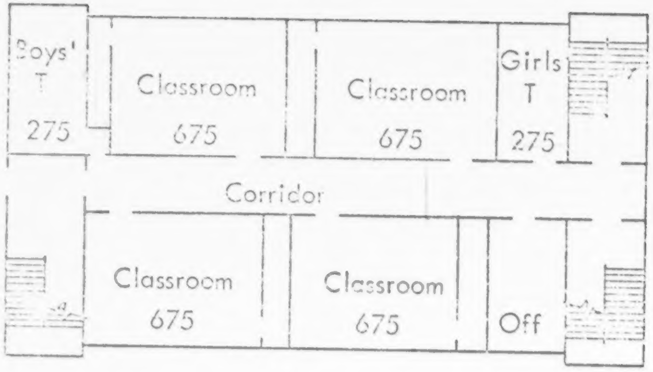
Recommendation: To be maintained for at least the next ten years.



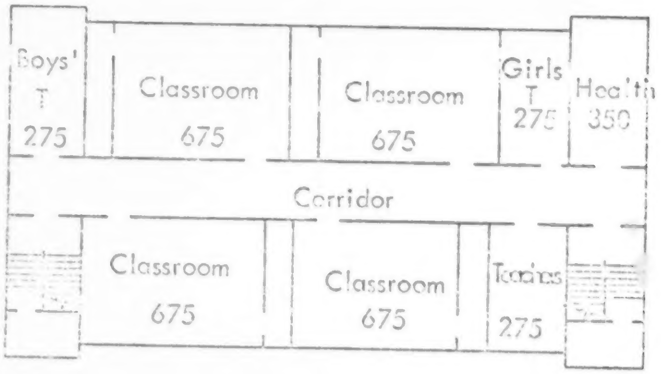
Site Plan


Fuel Room
Boiler Room
Supply Room
Playroom
1675
Classroom
675
Classroom
675

Ground Floor


Boys'
T
275
Classroom
675
Classroom
675
Girls
T
275
Corridor
Classroom
675
Classroom
675
Off

First Floor


Boys'
T
275
Classroom
675
Classroom
675
Girls
T
275
Health
350
Corridor
Classroom
675
Classroom
675
Teachers
275

Second Floor

Eleventh Ward School

Built	1931
Grades Housed	K-6
Capacity	300
Area	.8 Acre

FAWCETT ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Wood double-hung windows. Wood floor and roof systems. Wood partitions - plaster finish. Wood finish floors in classrooms. New toilet rooms with ceramic tile floors and wainscots.	Basically sound. Future maintenance will become increasingly expensive.

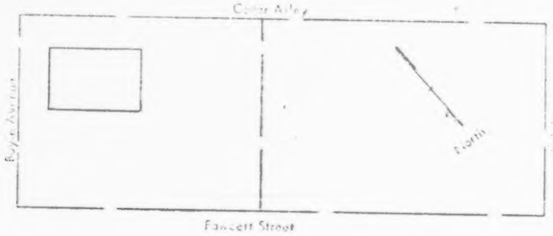
Heating	Present Condition
"Columbus" forced warm air - gas fired.	Fair. Does not comply with required standards.

Plumbing	Present Condition
New modern fixtures in toilet rooms.	Good.

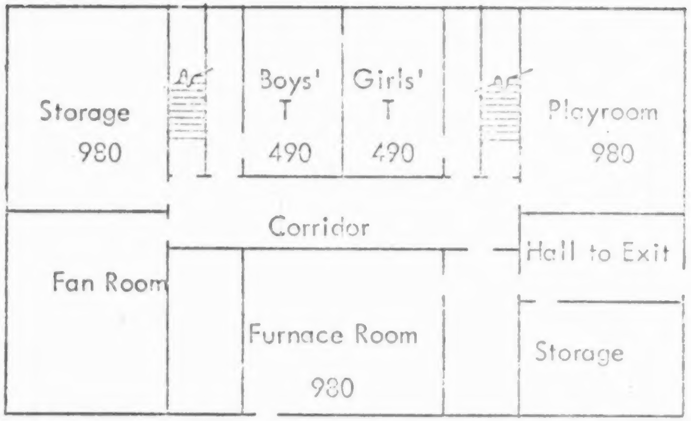
Electrical	Present Condition
New fluorescent fixtures in classrooms - Three rows.	Lighting level does not comply with present standards.

The above Structure is Ordinary Construction and does not meet with present safety standards.

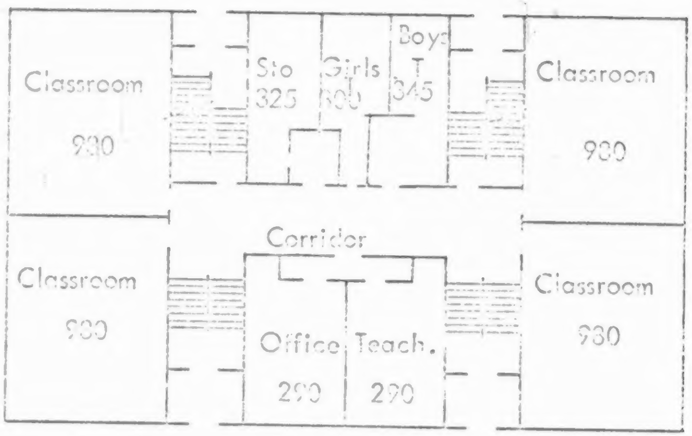
Recommendation: The site is inadequate. There is no provision for physical education, cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.



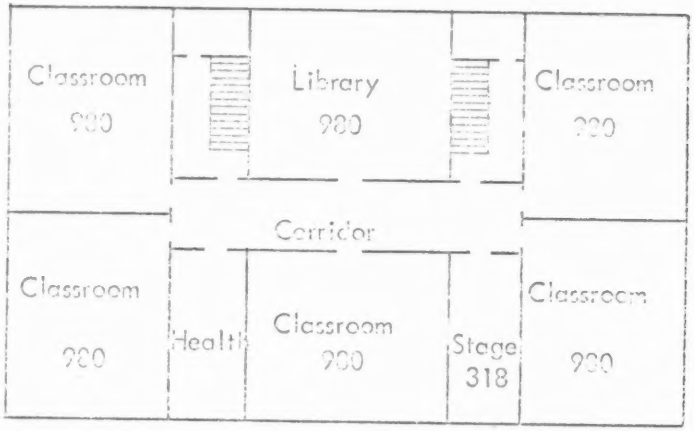
Site Plan


Storage
980
Boys'
T
490
Girls'
T
490
Playroom
980
Corridor
Fan Room
Furnace Room
980
Hall to Exit
Storage

Basement


Classroom
930
Sto
325
Girls
300
Boys
T
345
Classroom
980
Corridor
Classroom
980
Office
290
Teach.
290
Classroom
930

First Floor


Classroom
980
Library
980
Classroom
980
Corridor
Classroom
980
Health
Classroom
980
Stage
318
Classroom
980

Second Floor

Fawcett School

Built	1907
Grades Housed	K-6
Capacity	270
Area	4.2 Acres

FIFTH AVENUE ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Limestone trim. Aluminum windows. Wood doors. Concrete floor and roof systems. Masonry partitions - plaster finish. Asphalt tile floors in classrooms. Terrazzo corridor floors - structural facing tile wainscots. Ceramic tile toilet room floors - structural facing tile wainscots.	Good. Wood doors and frames are deteriorating.

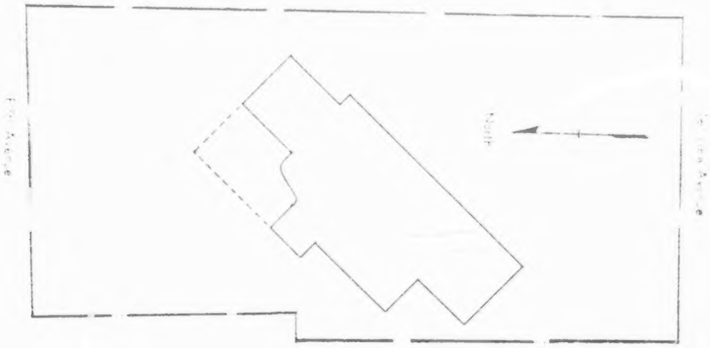
Heating	Present Condition
Steam - gas fired boilers. Unit ventilators in classrooms with individual room controls. Radiant floor heating in some areas.	Good. Some boiler maintenance repairs are required.

Plumbing	Present Condition
Modern fixtures in toilet rooms.	Good.

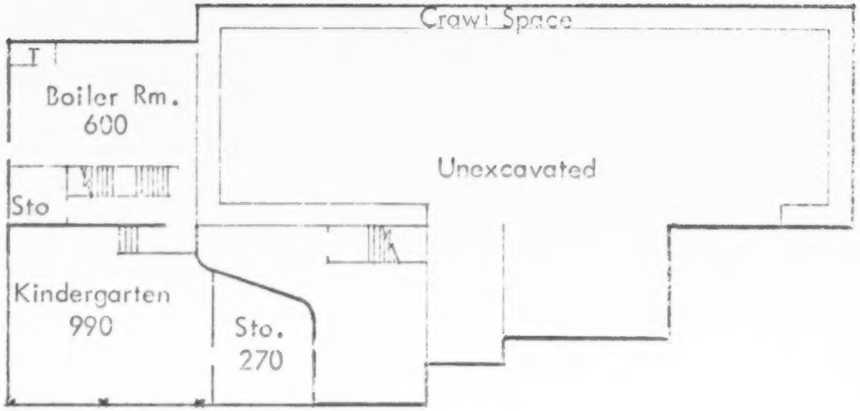
Electrical	Present Condition
Fluorescent fixtures in classrooms.	Good.

The above Structure is Fire Resistive Construction.

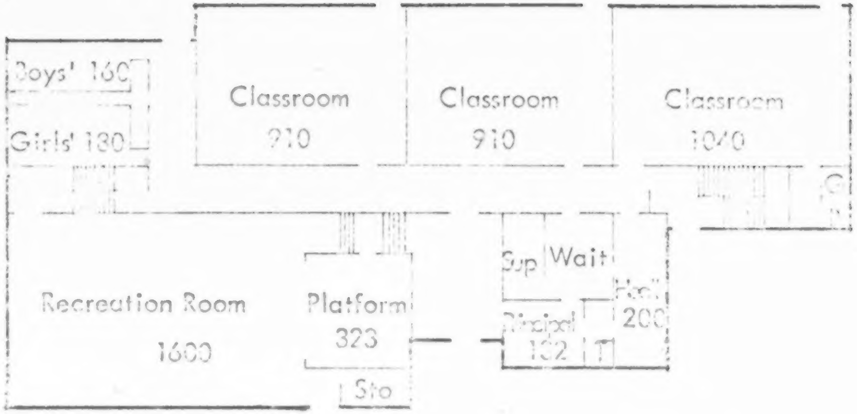
Recommendation: To be maintained for at least the next ten years.



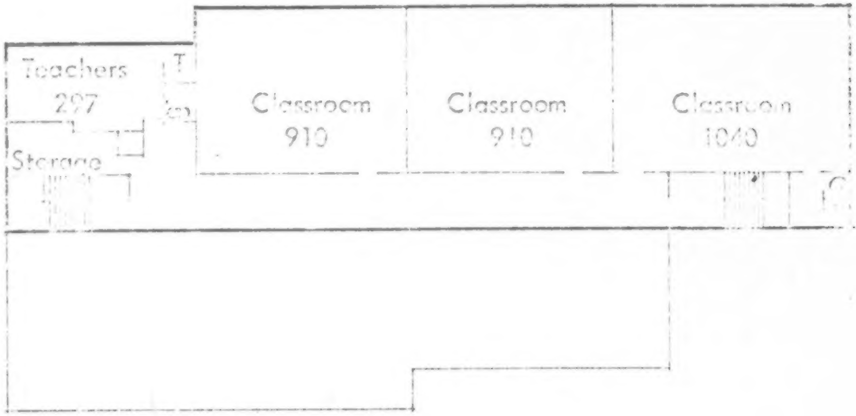
Site Plan


Crawl Space
Boiler Rm.
600
Unexcavated
Sto
Kindergarten
990
Sto.
270
T

Ground Floor Plan


Boys' 160
Girls' 130
Classroom
910
Classroom
910
Classroom
1040
Recreation Room
1600
Platform
323
Sto
Sup
Wait
Principal
152
Hall
200
T

First Floor Plan


Teachers
297
T
Storage
Classroom
910
Classroom
910
Classroom
1040

Second Floor Plan

Fifth Avenue School

Built	1951
Grades Housed	K-6
Capacity	210
Area	1 Acre

GEORGE WASHINGTON ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Limestone trim. Wood double-hung windows. Wood doors. Concrete floor and roof systems. Masonry partitions - plaster finish. Asphalt tile classroom floors. Terrazzo corridor floors - brick wainscots. Terrazzo toilet room floors - brick wainscots.	Good. Only minor maintenance repairs required.

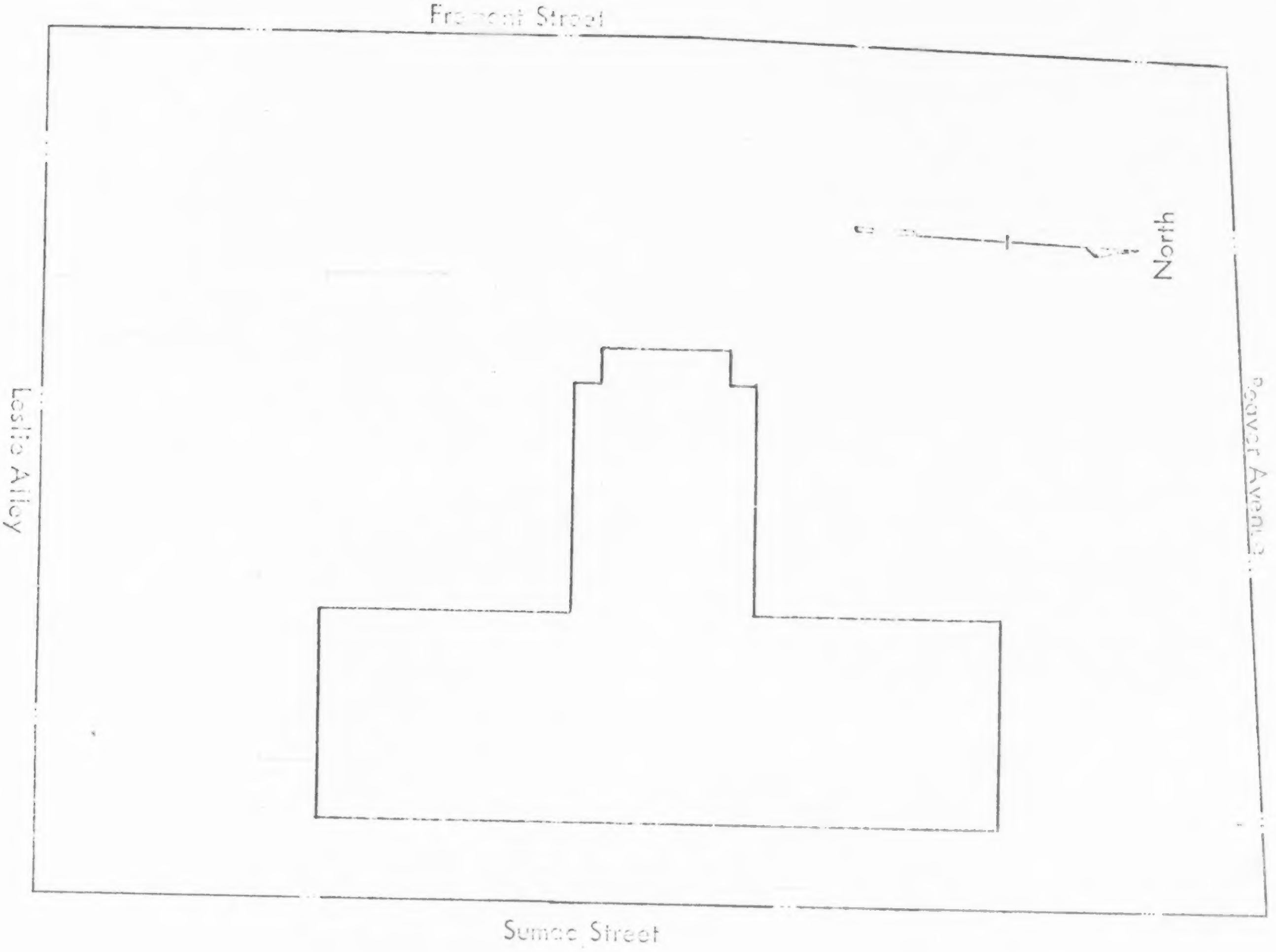
Heating	Present Condition
Steam - gas fired boilers. Unit ventilators and radiators in classrooms with individual room controls.	Good.

Plumbing	Present Condition
Toilet fixtures are old. Boys' shower room completely renovated. Girls shower room has old fixtures	Fair. Some fixtures should be replaced. Girls' showers must be replaced (or removed if no longer required.)

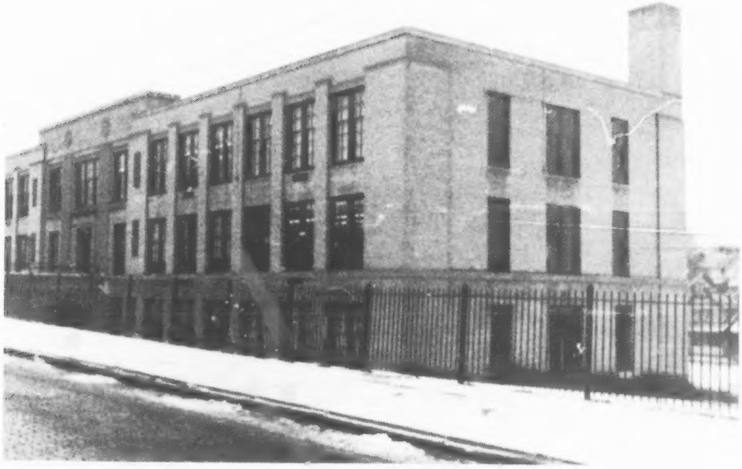
Electrical	Present Condition
Most classrooms have fluorescent fixtures. New electric service, panelboards and wiring.	Satisfactory, but does not meet present standards.

The above Structure is Fire Resistive Construction.

Recommendation: To be maintained for at least the next ten years.


Fremont Street
North
Leslie Alley
Beaver Avenue
Sumac Street

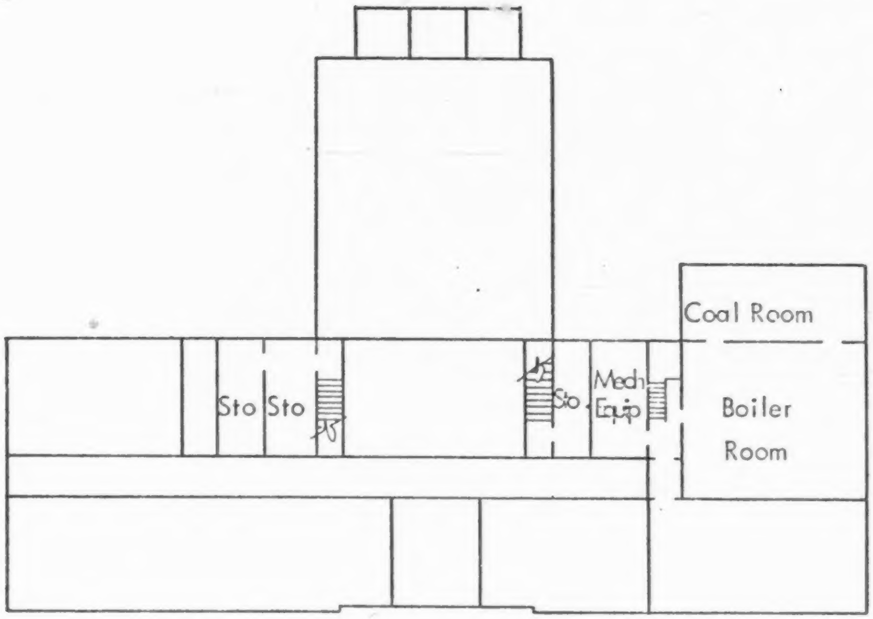
Site Plan



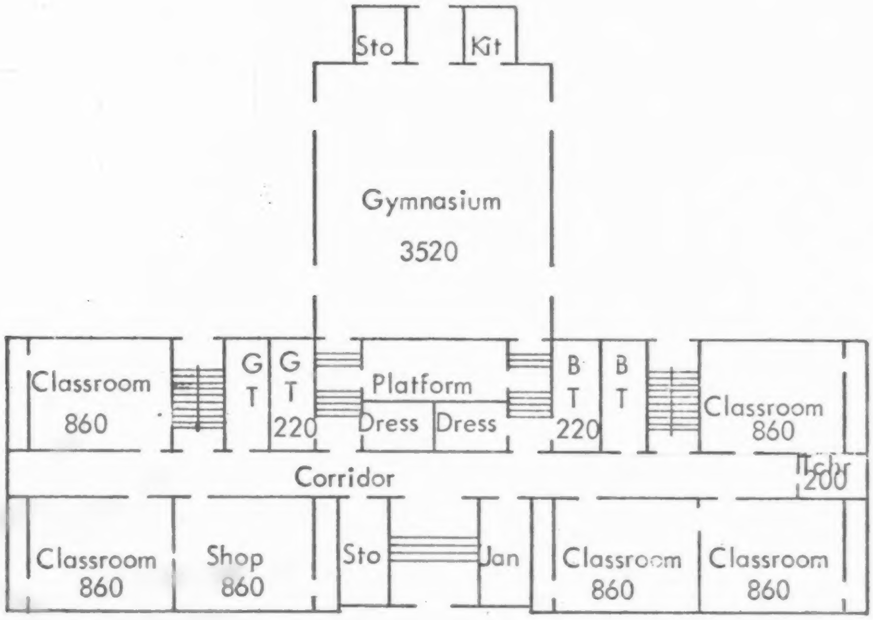
George Washington School

Built	1928
Grades Housed	K-6
Capacity	660
Area	2.1 Acres

George Washington School

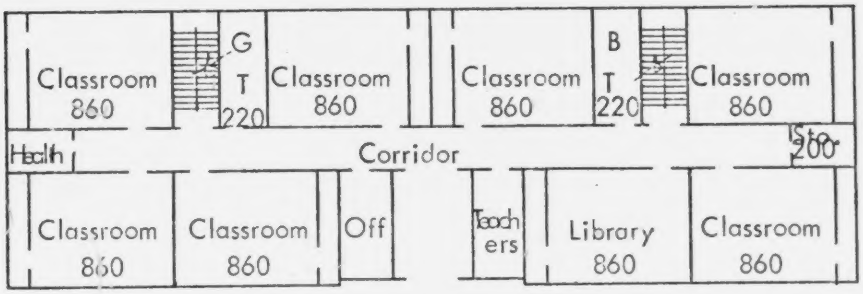

Sto
Sto
Sto
Mech Equip
Coal Room
Boiler Room

Basement

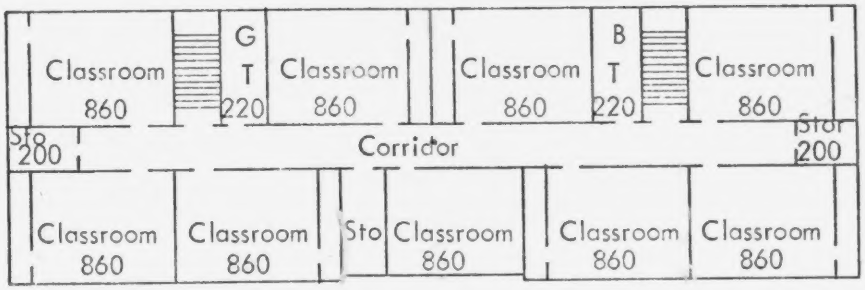

Sto
Kit
Gymnasium
3520
Classroom
860
G
T
G
T
220
Platform
Dress
Dress
B
T
220
B
T
Classroom
860
Tchr
200
Corridor
Classroom
860
Shop
860
Sto
Jan
Classroom
860
Classroom
860

Ground Floor

George Washington School


Classroom 860
G T 220
Classroom 860
Classroom 860
B T 220
Classroom 860
Health
Corridor
Sto 200
Classroom 860
Classroom 860
Off
Teachers
Library 860
Classroom 860

Main Floor


Classroom 860
G T 220
Classroom 860
Classroom 860
B T 220
Classroom 860
Sto 200
Corridor
Stor 200
Classroom 860
Classroom 860
Sto
Classroom 860
Classroom 860
Classroom 860

Top Floor

GRANDVIEW ELEMENTARY SCHOOL

General Construction

Face brick with masonry back-up.
Wood double-hung windows.
Wood floor and roof systems.
Wood partitions - plaster finish.
Generally wood finish floors - a few rooms asphalt tile.
New toilet rooms on classroom floors with ceramic tile floors and wainscots.
Old toilet rooms in basement still in supplementary use but reduced in size.

Present Condition

Generally satisfactory. Maintenance will become increasingly difficult with major repairs required in the near future. Basement toilet rooms don't meet modern standards.

Heating

"Columbus" forced warm air.

Present Condition

Fair. Does not provide the required ventilation.

Plumbing

New fixtures in new toilet rooms.
Fixtures in old toilet rooms antiquated.

Present Condition

Generally good. Some new fixtures will be required in basement toilet rooms.

Electrical

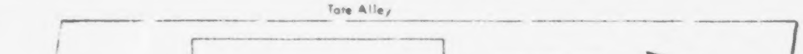
Fluorescent Fixtures.

Present Condition

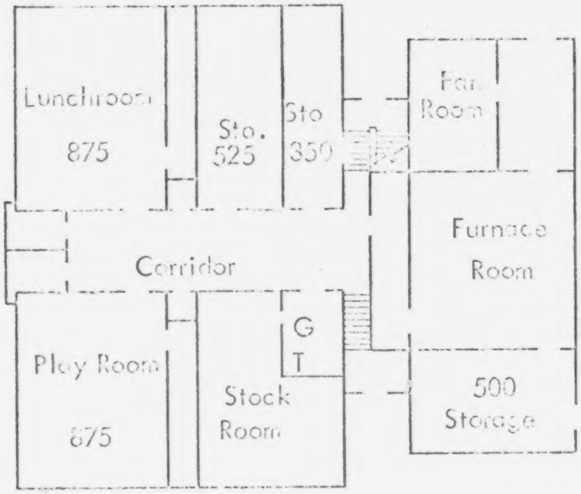
Lighting level does not comply with present standards.

The above Structure is Ordinary Construction and does not meet with present safety standards.

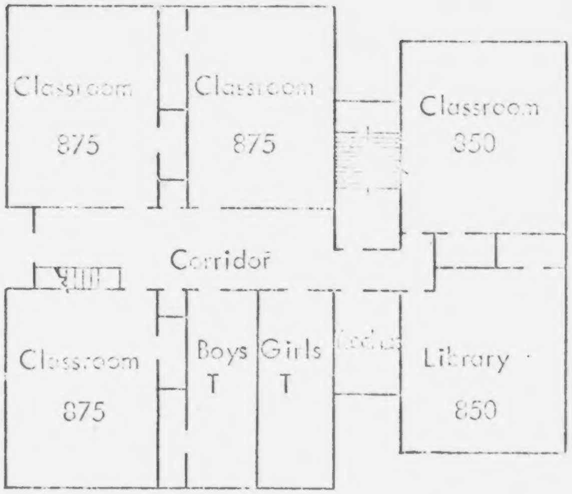
Recommendation: The site is inadequate. Ther is no proper provision for physical education, cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.



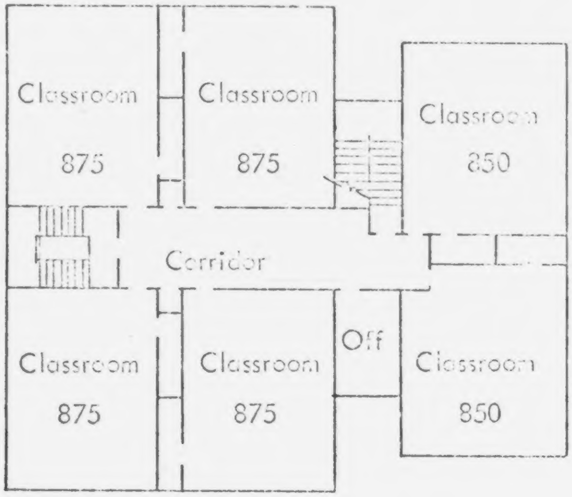
Site Plan


Lunchroom
875
Sto.
525
Sto
350
Fan
Room
Furnace
Room
Corridor
G
T
Play Room
875
Stock
Room
500
Storage

Basement


Classroom
875
Classroom
875
Classroom
850
Corridor
Classroom
875
Boys
T
Girls
T
Library
850

First Floor


Classroom
875
Classroom
875
Classroom
850
Corridor
Classroom
875
Classroom
875
Off
Classroom
850

Second Floor

Grandview School

Built	1907
Grades Housed	K-6
Capacity	300
Area	.3 Acre

GRANDVIEW ELEMENTARY SCHOOL ANNEX

General Construction	Present Condition
Face brick with masonry back-up.	Good.
Limestone trim.	
Wood double-hung windows.	
Concrete floor and roof systems.	
Masonry partitions - plaster finish.	
Asphalt tile classroom floors.	
Terrazzo corridor floors.	

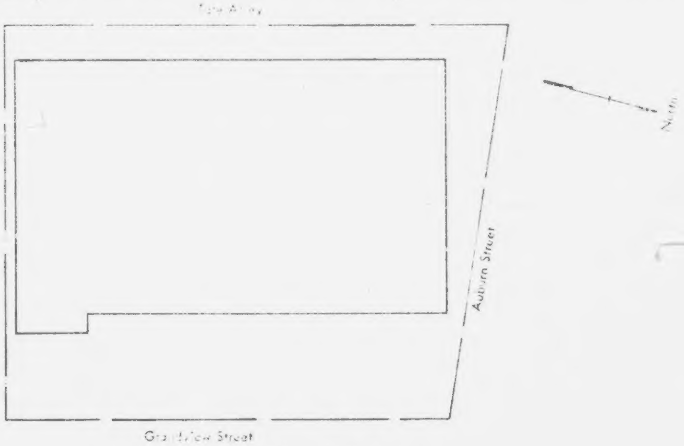
Heating	Present Condition
Steam - gas fired boiler. Unit ventilators and radiators in classrooms with individual room controls.	Good.

Plumbing	Present Condition
Toilet fixtures rather old.	Good.

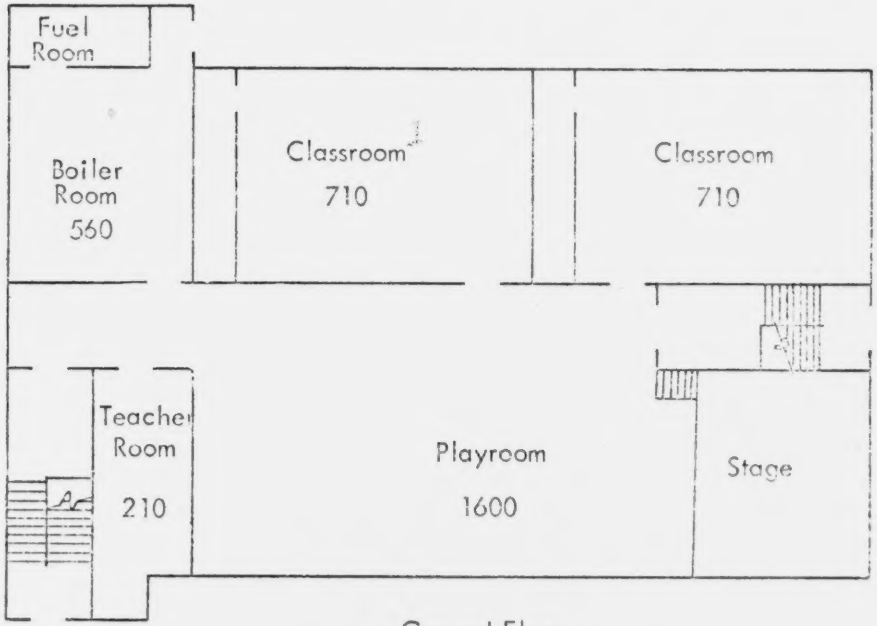
Electrical	Present Condition
Old style incandescent fixtures.	Lighting will not meet present standards. Fixtures should be replaced with new fluorescent type.

The above Structure is Fire Resistive Construction.

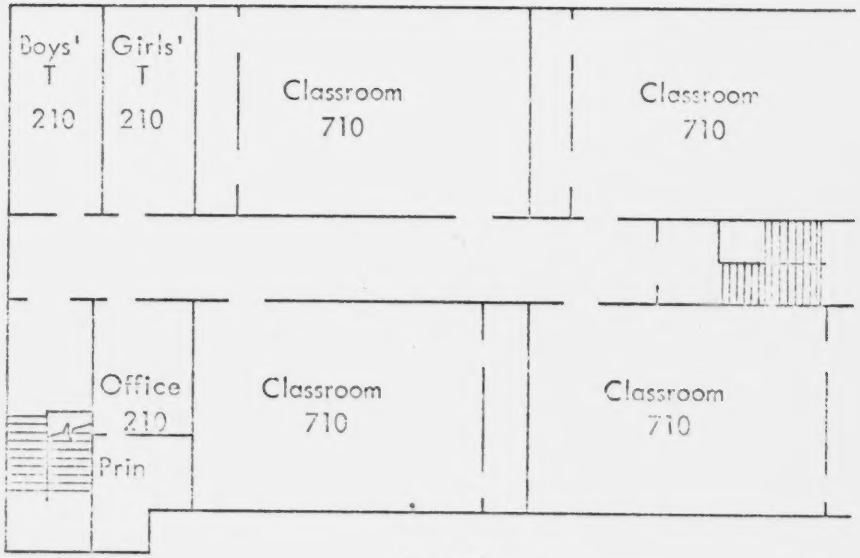
Recommendation: To be maintained for at least the next ten years.



Site Plan


Fuel Room
Boiler Room 560
Classroom 710
Classroom 710
Teacher Room 210
Playroom 1600
Stage

Ground Floor


Boys' T 210
Girls' T 210
Classroom 710
Classroom 710
Office 210
Prin
Classroom 710
Classroom 710

First Floor

Grandview School Annex

Built	1931
Grades Housed	K-6
Capacity	180
Area	.2 Acre

GREENWOOD ELEMENTARY SCHOOL

General Construction

Face brick with masonry back-up.
Poured concrete foundation walls.
Steel joist floor and roof systems.
Masonry partitions - plaster finish.
Asphalt tile floors in classrooms.
Toilet rooms have asphalt tile floors and plaster walls.

Present Condition

Fairly good. Concrete foundation walls have many vertical cracks (probably due to shrinkage and/or insufficient reinforcement).

Heating

"Columbus" forced warm air - coal fired.
Individual room controls.

Present Condition

Good. Firing should be converted to gas in the future.

Plumbing

Fairly modern fixtures

Present Condition

Fairly good. Toilet room finish materials should be improved.

Electrical

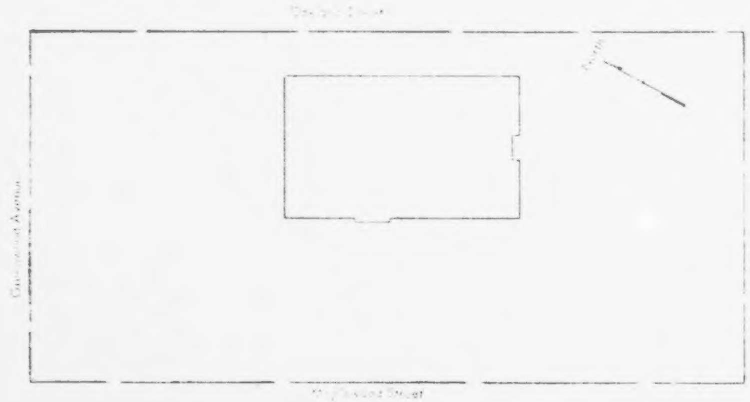
Incandescent fixtures.

Present Condition

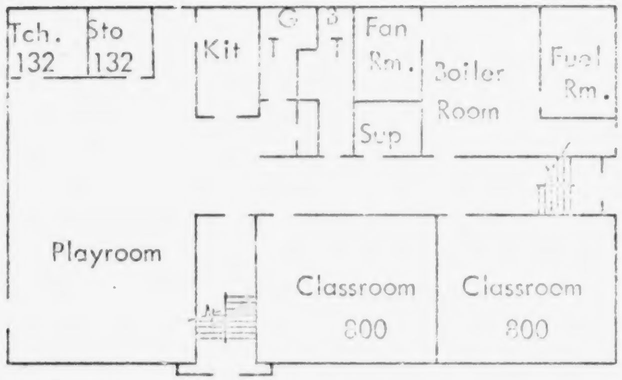
Lighting inadequate by present standards. Fixtures should be replaced with new fluorescent type.

The above Structure is incombustible construction.

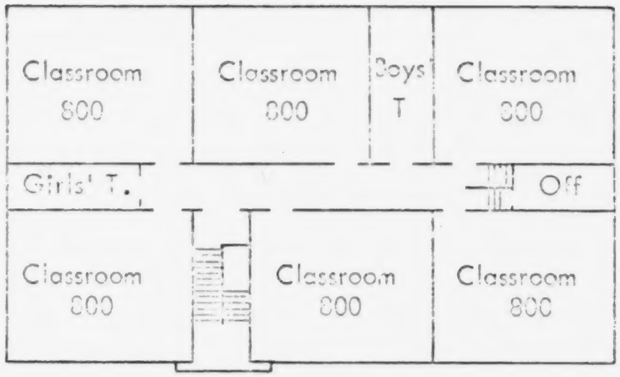
Recommendation: To be maintained for at least the next ten years.



Site Plan


Tch.
132
Sto
132
Kit
G
T
B
T
Fan
Rm.
Boiler
Room
Fuel
Rm.
Sup
Playroom
Classroom
800
Classroom
800

Ground Floor


Classroom
800
Classroom
800
Boys
T
Classroom
800
Girls' T.
Off
Classroom
800
Classroom
800
Classroom
800

Main Floor

Greenwood School

Built	1938
Grades Housed	K-6
Capacity	240
Area	1.2 Acres

HIGHLAND AVENUE ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Wood double-hung windows. Wood floor and roof systems. Wood partitions - plaster finish. Wood finish floors. Toilet rooms in basement.	Building is old, but has been maintained. Maintenance will become increasingly difficult and costly in the future.

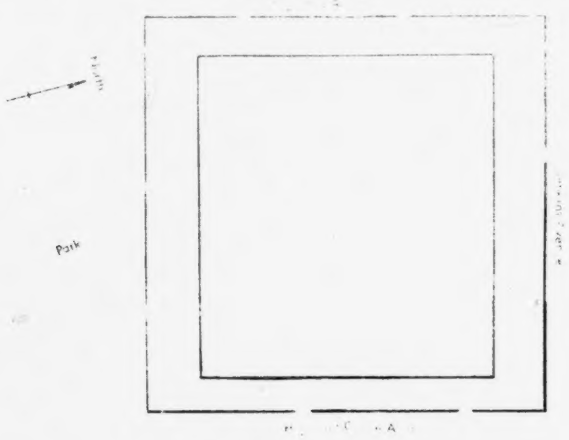
Heating	Present Condition
Steam - gas fired boilers Unit ventilators in classrooms.	Fair. Boilers are old and difficult to maintain. Does not comply with required standards.

Plumbing	Present Condition
Fixtures in toilet rooms are antiquated.	Fair. Fixtures are workable but toilet rooms should be modernized.

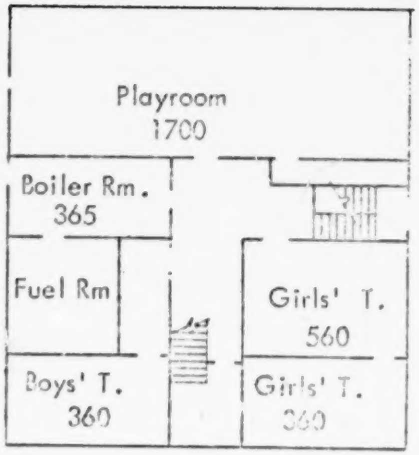
Electrical	Present Condition
Building has a mixture of incandescent and fluorescent lighting.	Fixtures in good condition but lighting level and quality will not meet modern standards.

The above Structure is Ordinary Construction and does not meet with present safety standards.

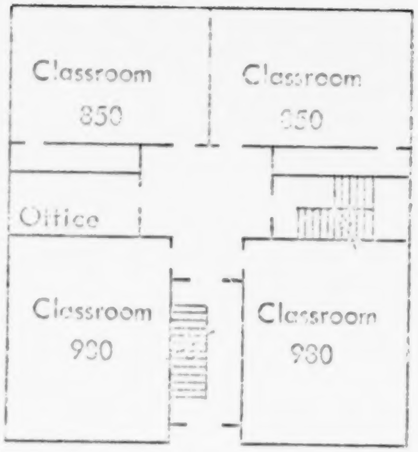
Recommendation: The site is inadequate. There is no provision for a cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.



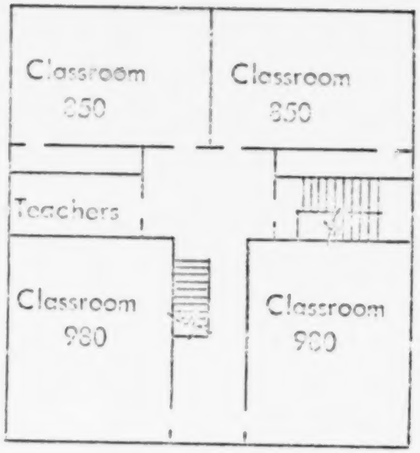
Site Plan


Playroom
1700
Boiler Rm.
365
Fuel Rm
Boys' T.
360
Girls' T.
560
Girls' T.
360

Basement


Classroom
850
Classroom
850
Office
Classroom
980
Classroom
980

First Floor


Classroom
850
Classroom
850
Teachers
Classroom
980
Classroom
980

Second Floor

Highland Avenue School

Built	1911
Grades Housed	K-6
Capacity	240
Area	.2 Acre

LINCOLN ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Wood double-hung windows. Wood floor and roof systems. Wood partitions - plaster finish. Asphalt tile floors and plaster walls in toilet rooms.	Fair. Maintenance repairs are required. Toilet rooms should be remodeled with better fixtures and equipment.

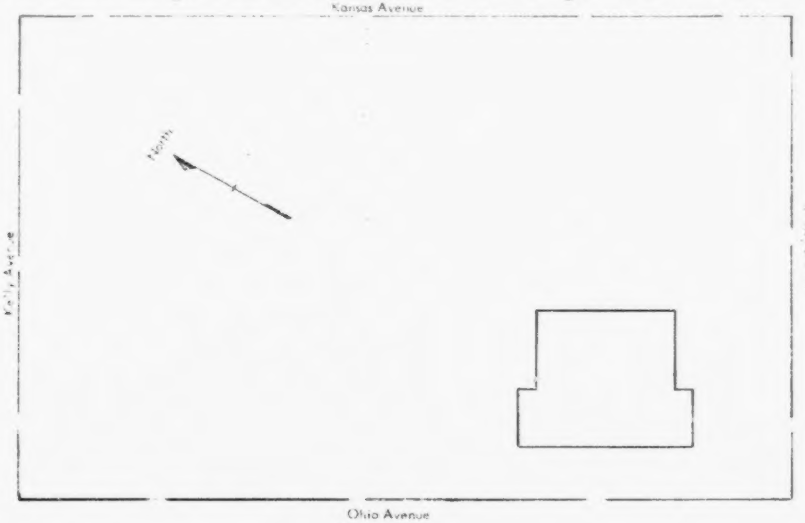
Heating	Present Condition
Steam - gas fired boiler. Unit ventilators in classrooms. Boiler room very cramped. Equipment antiquated.	Fair. Increasingly difficult to maintain. Does not comply with required standards.

Plumbing	Present Condition
Old fixtures in toilet rooms	Bad. Fixtures should be replaced with general toilet room renovations.

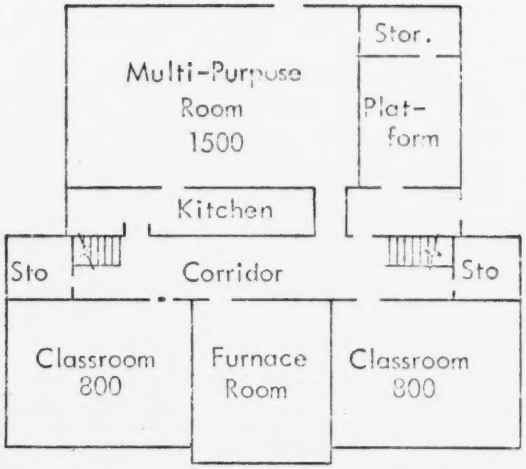
Electrical	Present Condition
Fluorescent fixtures in classrooms.	Satisfactory but does not meet present standards.

The above Structure is Ordinary Construction, and does not meet with present safety standards.

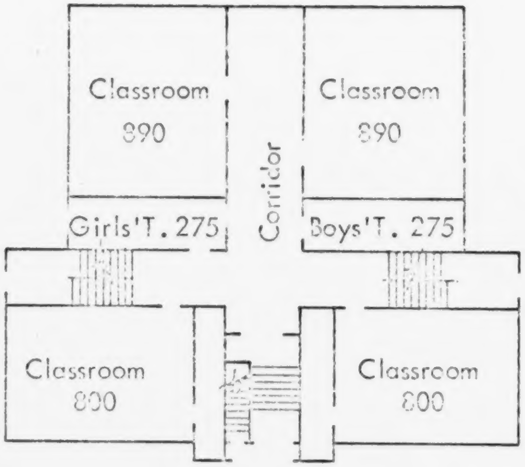
Recommendation: The site is inadequate. There is no provision for cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.



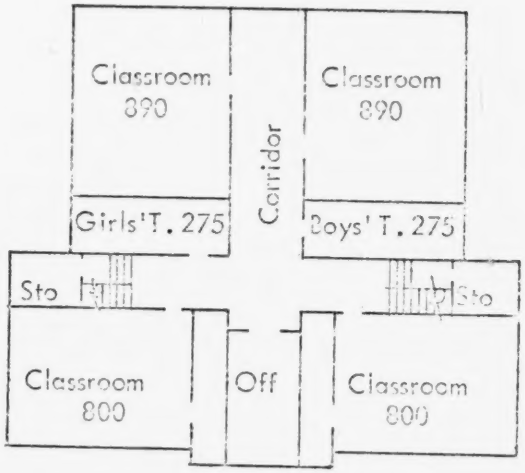
Site Plan


Multi-Purpose Room 1500
Stor.
Plat-form
Kitchen
Sto
Corridor
Sto
Classroom 800
Furnace Room
Classroom 800

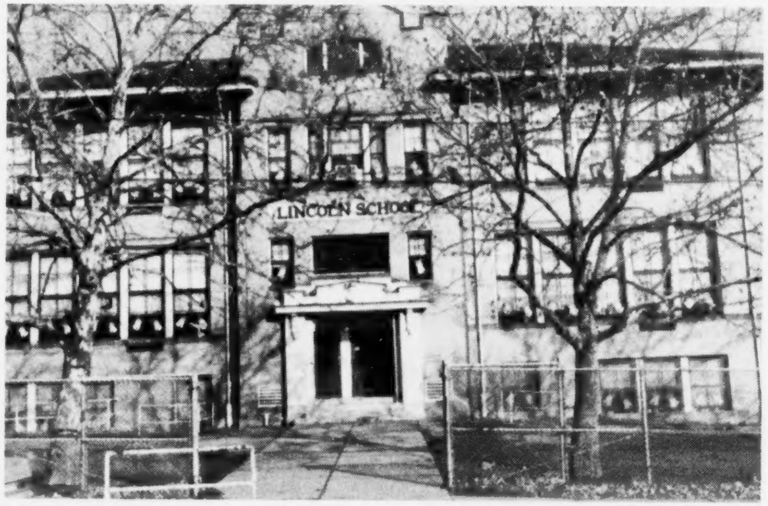
Basement


Classroom 890
Corridor
Classroom 890
Girls'T. 275
Boys'T. 275
Classroom 800
Classroom 800

First Floor


Classroom 890
Corridor
Classroom 890
Girls'T. 275
Boys' T. 275
Sto
Sto
Classroom 800
Off
Classroom 800

Second Floor


LINCOLN SCHOOL

Lincoln School

Built	1917
Grades Housed	6
Capacity	300
Area	1.8 Acres

McCAVE ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Wood double-hung windows - wood exterior doors - wood trim. Concrete floor system - wood roof system. Masonry partitions - plaster wall finish - plasterboard ceiling finish. Asphalt tile floors - plaster walls in toilet rooms.	Fair. Building subject to greater than normal vandalism because of remote location. Toilet rooms should be remodeled with better fixtures and equipment.

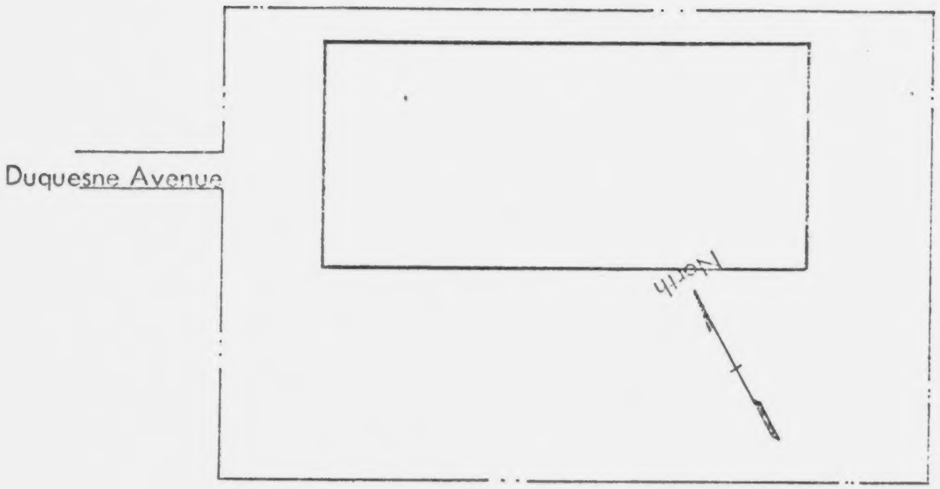
Heating	Present Condition
"Columbus" forced warm air - gas fired. No individual room controls.	Fair. Individual room controls would be desirable. Does not comply with required standards.

Plumbing	Present Condition
Fixtures in toilet rooms are fairly modern.	Adequate. Consideration should be given to installing new fixtures if toilet rooms are renovated.

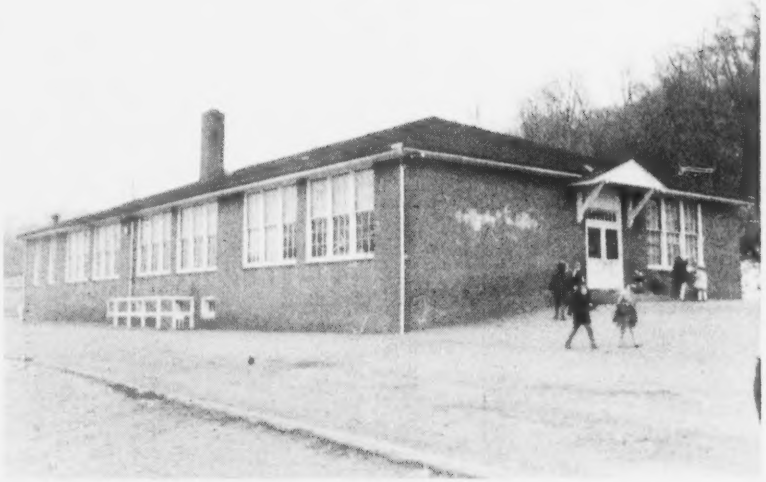
Electrical	Present Condition
Old type incandescent fixtures in South classrooms. Fluorescent fixtures in North classrooms.	Inadequate by modern standards. New fluorescent fixtures should be installed in all classrooms with new electric service if required.

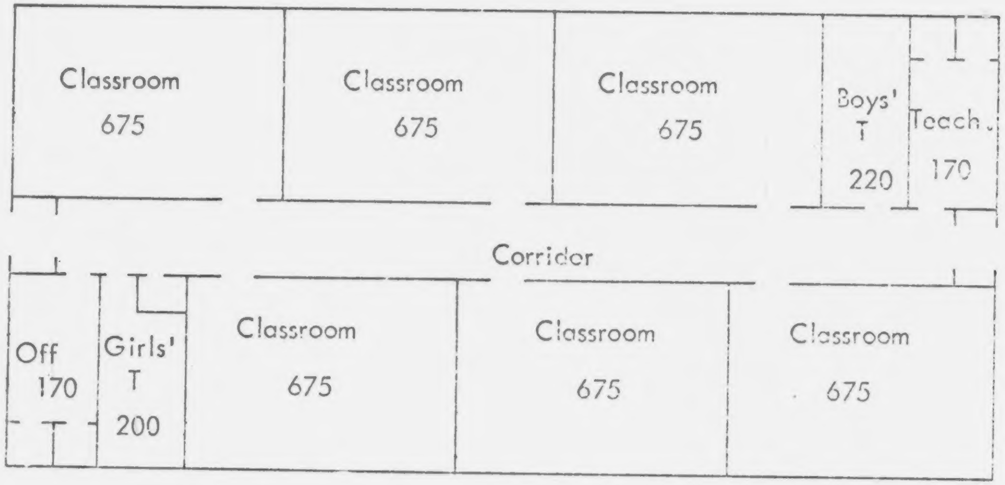
The above Structure is Ordinary Construction.

Recommendation: The site is inadequate. There is no provision for physical education, cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.


Duquesne Avenue
North

Site Plan




Classroom
675
Classroom
675
Classroom
675
Boys'
T
220
Teach.
170
Corridor
Off
170
Girls'
T
200
Classroom
675
Classroom
675
Classroom
675

McCave School

Built	1942
Grades Housed	6
Capacity	180
Area	.4 Acre

SHAW AVENUE ELEMENTARY SCHOOL

The School District administration offices are also housed in this building.

General Construction	Present Condition
Face brick with masonry back-up. Elaborate Limestone trim and decorations. Wood double hung windows. Wood floors - wood base - plaster walls in classrooms. Marble floors - wood base - plaster walls in corridors. First and second floor toilet rooms are remodeled spaces with new ceramic tile floors and walls and new metal partitions. Basement and third floor toilets are old - ceramic tile floors under fixtures only. Original open well from first floor to roof has been closed and stair towers remodeled to meet State Labor and Industry requirements.	Satisfactory considering the age of the building. Old toilet rooms should be renovated to meet modern standards. Maintenance will be increasingly involved and expensive.

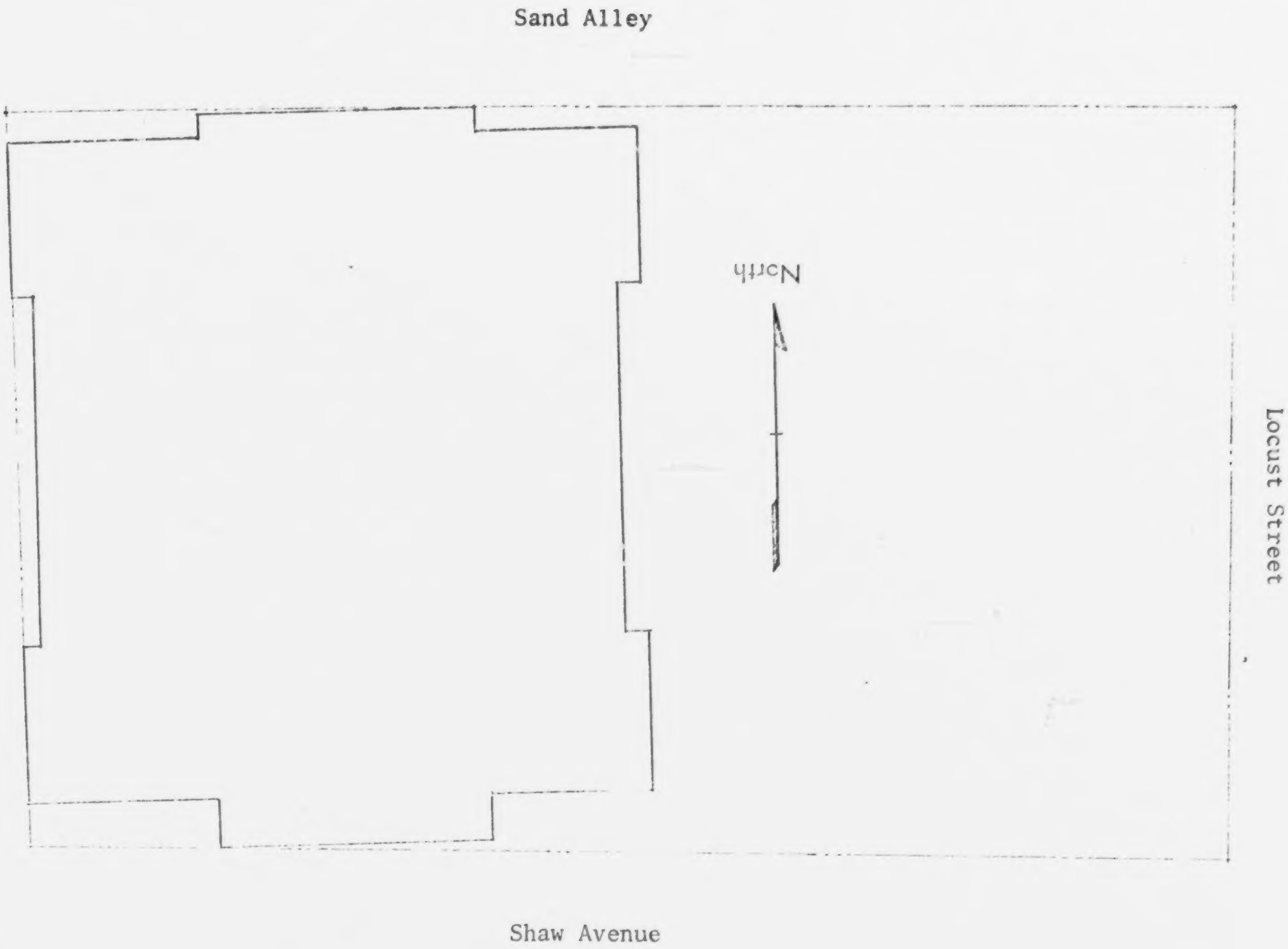
Heating	Present Condition
"Columbus" forced warm air. Firing converted to gas.	Fair. Does not comply with required standards.

Plumbing	Present Condition
New fixtures in remodeled toilet rooms. Original fixtures have been replaced in unremodeled toilet rooms over a period of years.	New fixtures are good. Consideration should be given to all new fixtures if old toilet rooms are renovated.

Electrical	Present Condition
Old incandescent fixtures have been replaced with fluorescent fixtures in classrooms.	Generally fair. Wiring and electric service is in fair condition, but lighting level does not comply with present standards.

The above Structure is Fire Resistive Construction.

Recommendation: The site is inadequate. There is no provision for physical education facilities. Environmental provisions are below standard. The maintenance in this 70-year old building is high. This structure should be phased out at the earliest possible time.

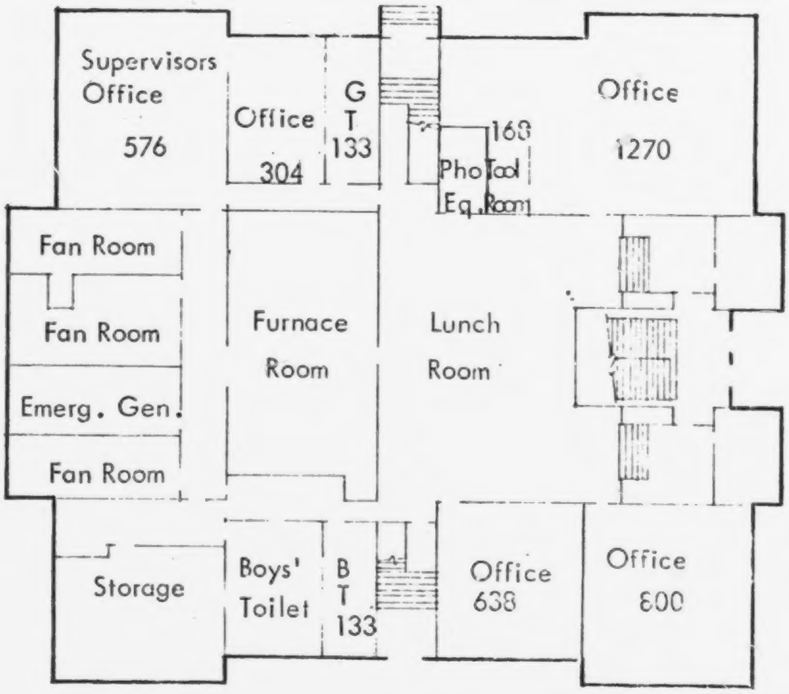

Sand Alley
North
Locust Street
Shaw Avenue

Site Plan

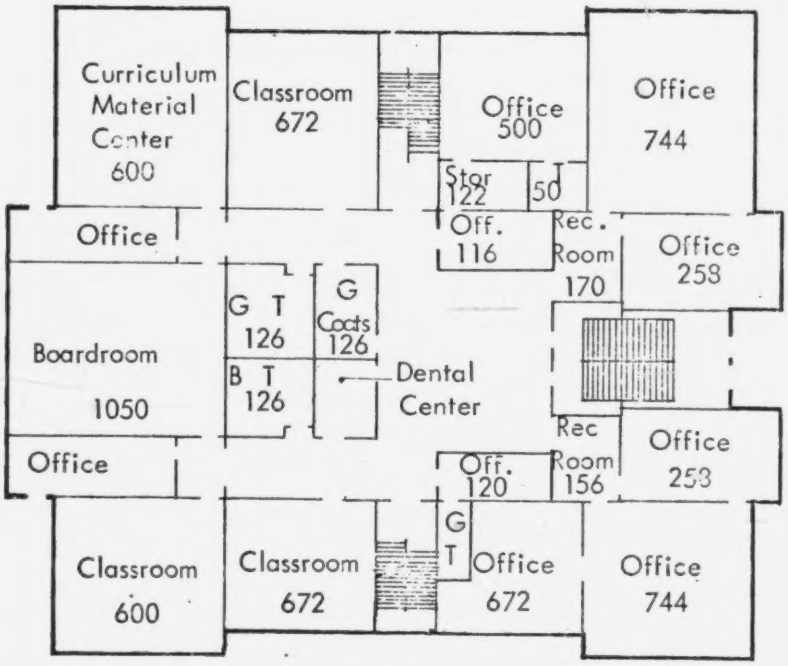
Shaw Avenue School

Built	1899
Grades Housed	K-6
Capacity	540
Area	.7 Acre

Shaw Avenue School

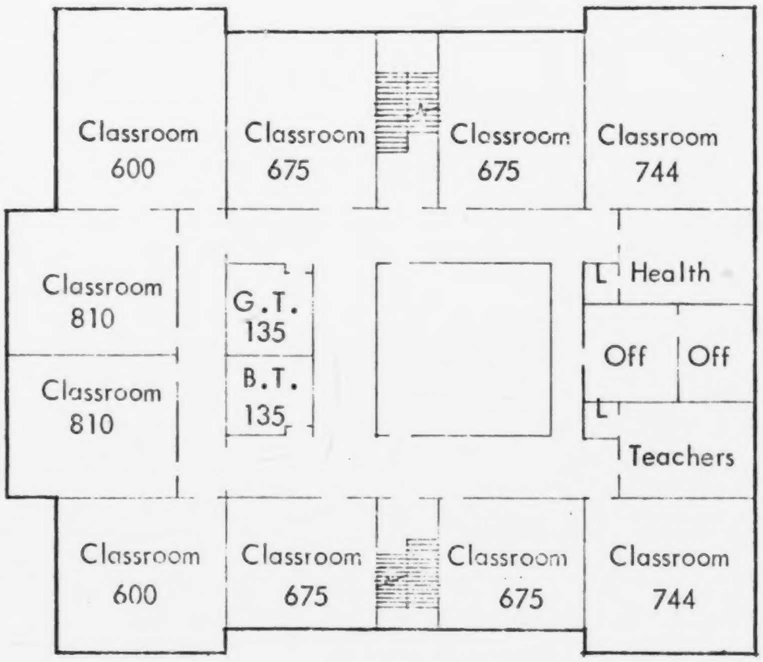

Supervisors Office 576
Office 304
G T 133
168
Pho Eq. Room
Tool Room
Office 1270
Fan Room
Fan Room
Emerg. Gen.
Fan Room
Furnace Room
Lunch Room
Storage
Boys' Toilet
B T 133
Office 638
Office 800

Basement

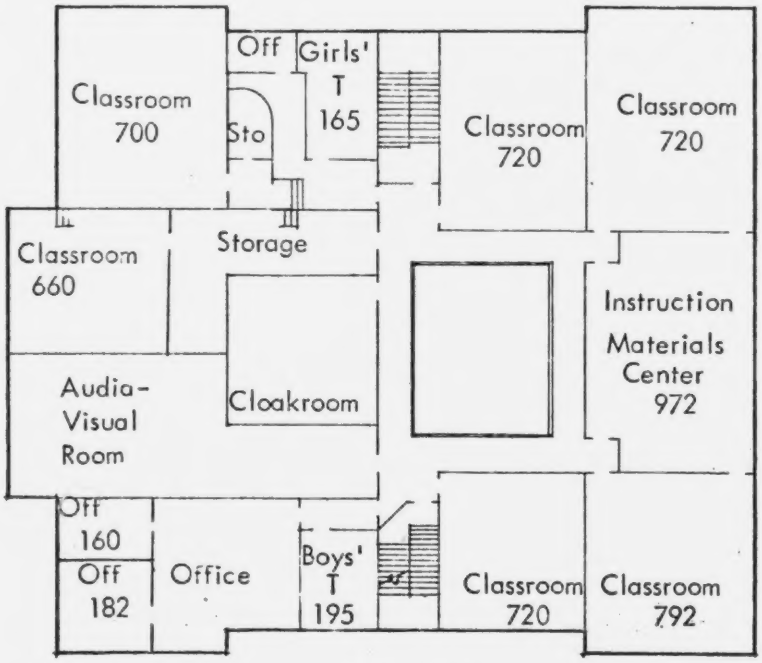

Curriculum Material Center 600
Classroom 672
Office 500
Office 744
Stor 122
50
Office
Off. 116
Rec. Room 170
Office 258
G T 126
G Coats 126
B T 126
Boardroom 1050
Dental Center
Office
Off. 120
Rec Room 156
Office 258
G T
Classroom 600
Classroom 672
Office 672
Office 744

First Floor

Shaw Avenue School


Classroom 600
Classroom 675
Classroom 675
Classroom 744
Classroom 810
G.T. 135
Health
L
Off
Off
Classroom 810
B.T. 135
L
Teachers
Classroom 600
Classroom 675
Classroom 675
Classroom 744

Second Floor


Off
Girls' T 165
Classroom 700
Sto
Classroom 720
Classroom 720
Storage
Classroom 660
Instruction Materials Center 972
Audio-Visual Room
Cloakroom
Off 160
Off 182
Office
Boys' T 195
Classroom 720
Classroom 792

Third Floor

THIRD STREET ELEMENTARY SCHOOL

General Construction

Face brick with masonry back-up.
Precast Concrete sills, window heads, and trim.
Wood double-hung windows.
Wood floor and roof systems.
Wood partitions - plaster finish.
Wood finish floors.

Present Condition

Building has been poorly maintained. Deterioration of precast work has allowed water to enter masonry wall construction. Some precast work has been replaced - all needs renovation and water-proofing, or replacement. Interiors are depressing and require many renovations and improvements. In nearly all respects, this is the worst building in the school system.

Heating

"American" forced warm air system. No individual room controls.

Present Condition

Adequate heat but individual room controls would be desirable. Does not comply with required standards.

Plumbing

Antiquated fixtures in toilet rooms

Present Condition

Workable.

Electrical

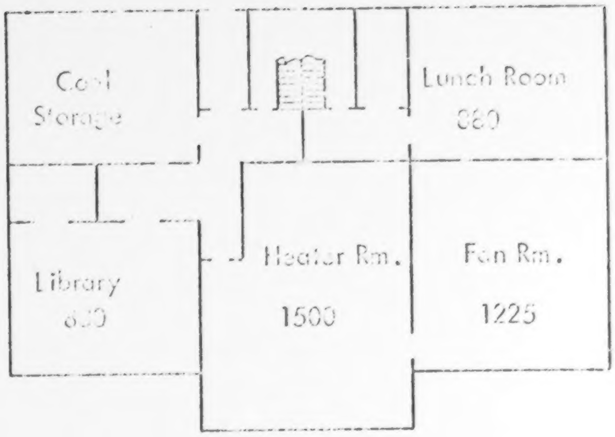
Old type incandescent fixtures - six per classroom.
School has emergency lighting, but no longer required because auditorium is not used.

Present Condition

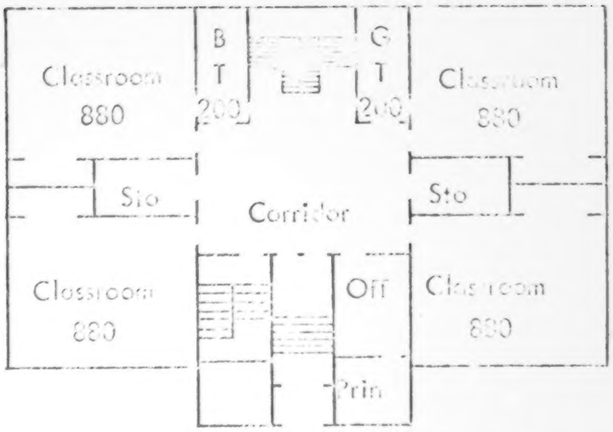
Substandard. New fluorescent fixtures and new electric service and wiring required.

The above Structure is Ordinary Construction, and does not meet with the present day safety standards.

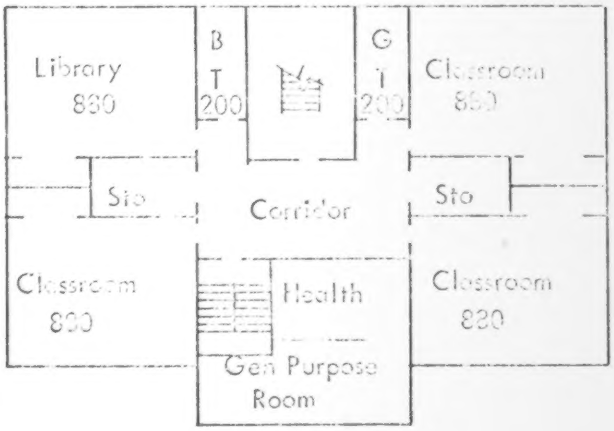
Recommendation: The site is inadequate. There is no provision for physical education, cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.


Coal Storage
Lunch Room 880
Library 880
Heater Rm. 1500
Fan Rm. 1225

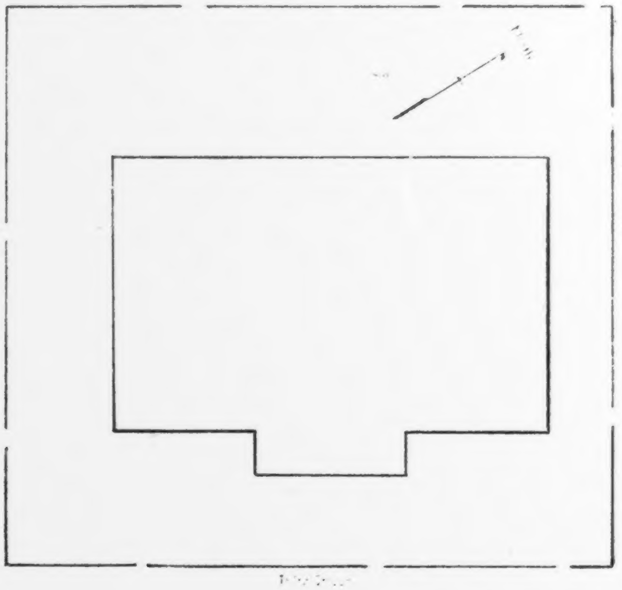
Basement


Classroom 880
B T 200
G T 200
Classroom 880
Sto
Corridor
Sto
Classroom 880
Off
Classroom 880
Prin

First Floor


Library 880
B T 200
G T 200
Classroom 880
Sto
Corridor
Sto
Classroom 880
Health
Classroom 880
Gen Purpose Room

Second Floor


North
Sherman Avenue
Alley

Site Plan

Third Street School

Built	1906
Grades Housed	K-6
Capacity	210
Area	.3 Acre

VERSAILLES AVENUE ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Terra-cotta trim. Wood double-hung windows. Wood floor and roof systems. Wood partitions - plaster finish. Modern toilet rooms on second floor with ceramic tile floors and wainscots. Old toilet rooms in basement still in use.	Fair. Maintenance has been satisfactory. Basement toilet rooms should be renovated. Future maintenance will become increasingly difficult and costly.

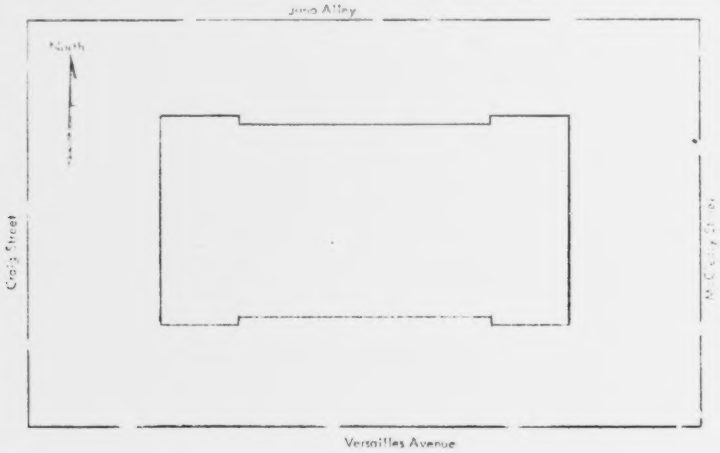
Heating	Present Condition
"Columbus" forced warm air - gas fired.	Fair. Does not comply with required standards.

Plumbing	Present Condition
Modern fixtures in second floor toilet rooms. Satisfactory fixtures in old basement toilet rooms.	Satisfactory

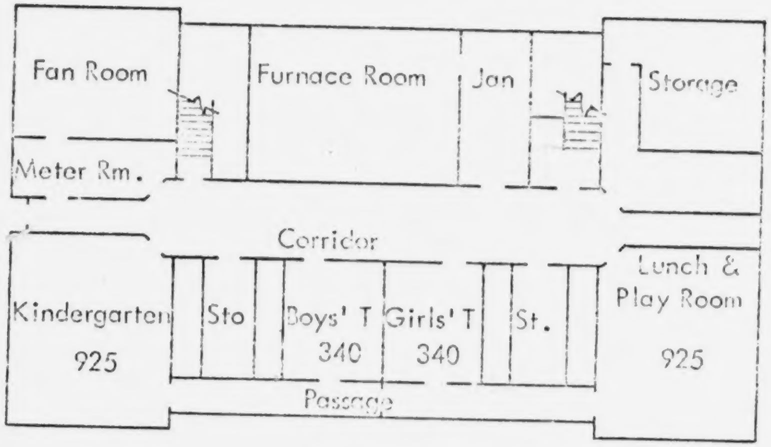
Electrical	Present Condition
Replacement fluorescent fixtures now about 20 years old.	Fair. Does not provide the required lighting level.

The above Structure is Ordinary Construction and does not comply with present safety standards.

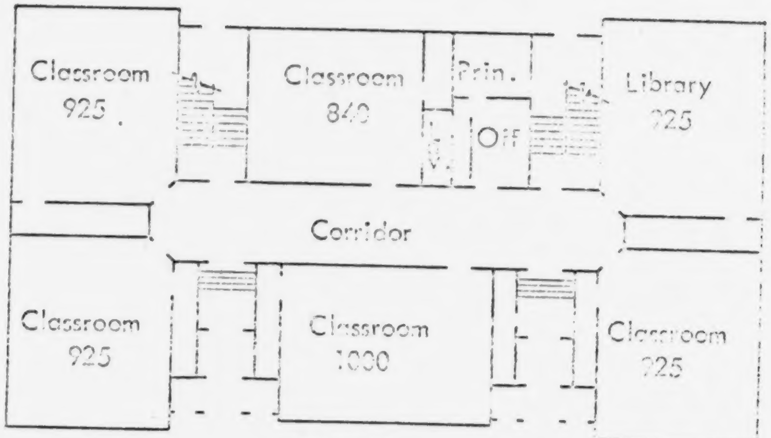
Recommendation: The site is inadequate. There is no provision for physical education, cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.



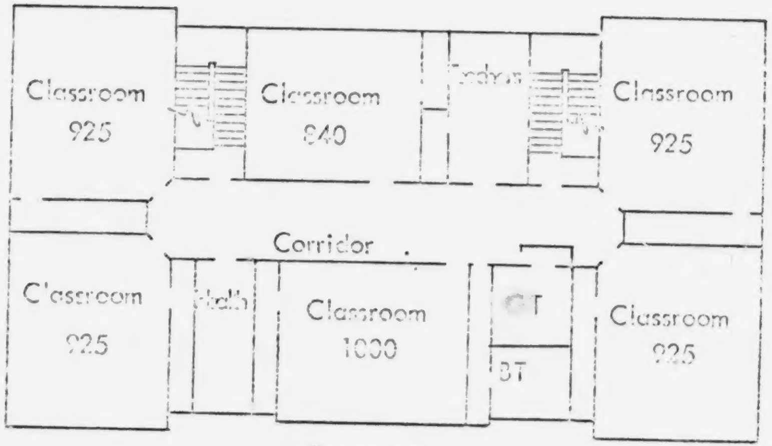
Site Plan


Fan Room
Meter Rm.
Furnace Room
Jan
Storage
Corridor
Kindergarten
925
Sto
Boys' T
340
Girls' T
340
St.
Lunch &
Play Room
925
Passage

Basement


Classroom
925
Classroom
840
Prin.
Off
Library
925
Corridor
Classroom
925
Classroom
1000
Classroom
925

First Floor


Classroom
925
Classroom
840
Classroom
925
Corridor
Classroom
925
Health
Classroom
1000
BT
Classroom
925

Second Floor

Versailles Avenue School

Built	1907
Grades Housed	K-5
Capacity	360
Area	.7 Acre

VERSAILLES-WALNUT ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. New aluminum double-hung replacement windows. Some new aluminum replacement doors. Wood trim. Wood floor and roof systems. Wood partitions - new inexpensive plywood paneling covers old plaster finish in classrooms. Toilets are still in basement but have been completely renovated with new ceramic tile floor and wall finish and new metal toilet partitions.	Fairly good. Wood exterior trim needs repairs and/or replacement. Fire escapes are no longer required since stairs have been enclosed and could be removed to reduce maintenance.

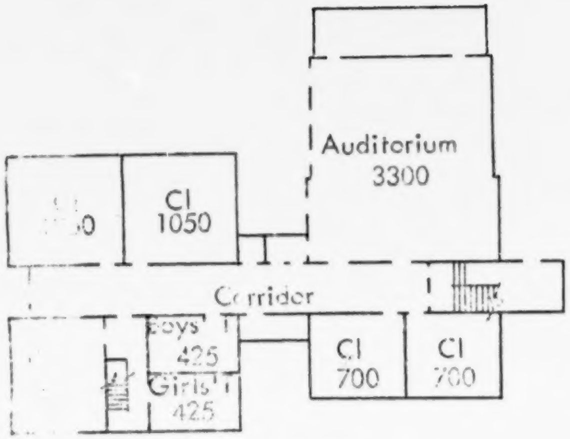
Heating	Present Condition
Steam-gas fired unit ventilators in classrooms with individual room controls.	Fairly good. Repair work will be required in auditorium and a few other spaces to get gravity returns back in operation.

Plumbing	Present Condition
New modern fixtures in renovated toilet rooms.	Good.

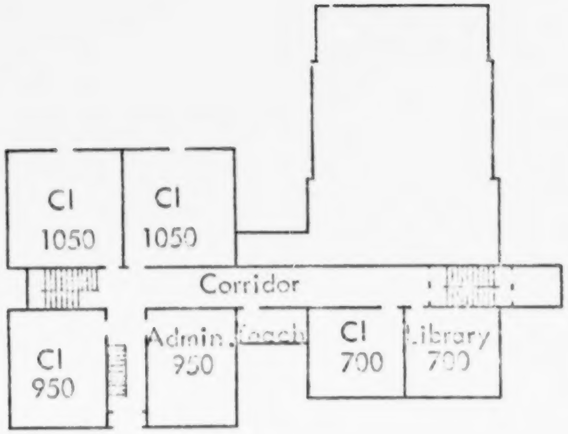
Electrical	Present Condition
Some spaces still have old type incandescent fixtures. Remainder have a mixture of types of fluorescent fixtures.	Mostly inadequate. Fixtures not up to modern standards. Should be replaced with new fluorescent type.

The above Structure is Ordinary Construction and does not comply with present safety standards.

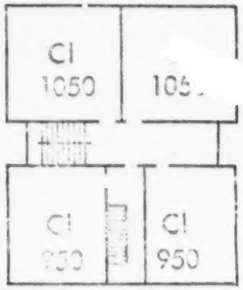
Recommendation: To be maintained for at least the next ten years.


Cl
1050
Auditorium
3300
Corridor
Boys
425
Girls
425
Cl
700
Cl
700

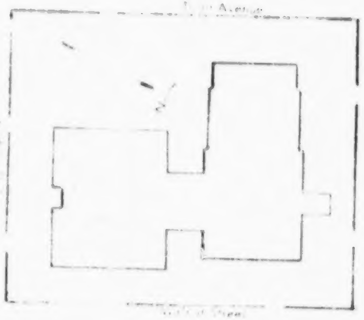
Ground Floor


Cl
1050
Cl
1050
Corridor
Cl
950
Admin
950
Cl
700
Library
700

First Floor


Cl
1050
Cl
950
Cl
950

Second Floor



Site Plan

Versailles-Walnut School

Built	1928
Grades Housed	K-6
Capacity	390
Area	.8 Acre

WEST SIDE ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Stone trim. Wood double-hung windows. Wood floor and roof systems. Wood partitions - plaster finish. Toilet rooms completely renovated with new ceramic tile floors and wainscots and new metal toilet partitions.	Satisfactory considering the age of the building. Maintenance will become increasingly invovled and expensive.

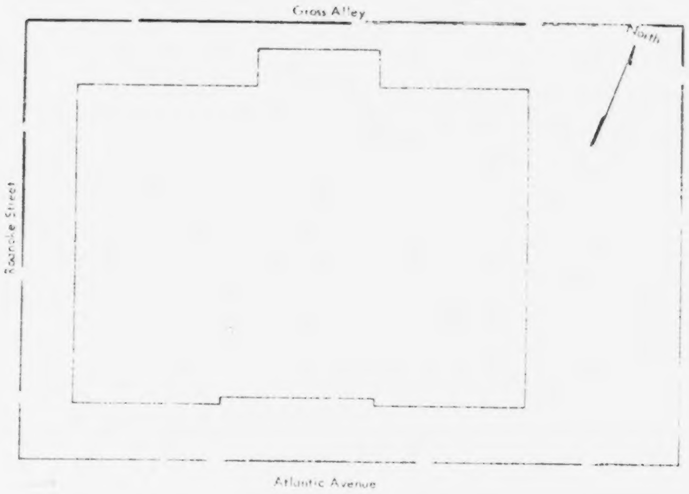
Heating	Present Condition
"Columbus" forced warm air - furnaces converted to gas firing.	Fair. Does not comply with required standards.

Plumbing	Present Condition
New modern fixtures in renovated toilet rooms.	Good.

Electrical	Present Condition
New fluorescent fixtures in classrooms - new wiring.	Lighting level does not comply with present standards.

The above Structure is Ordinary Construction, and does not meet the present day safety standards.

Recommendation: The site is inadequate. There is no provision for physical education, cafeteria, kitchen and specialized facilities. Environmental provisions are below standard. The lack of the above facilities makes effective teaching difficult. The structure should be phased out at the earliest possible time.

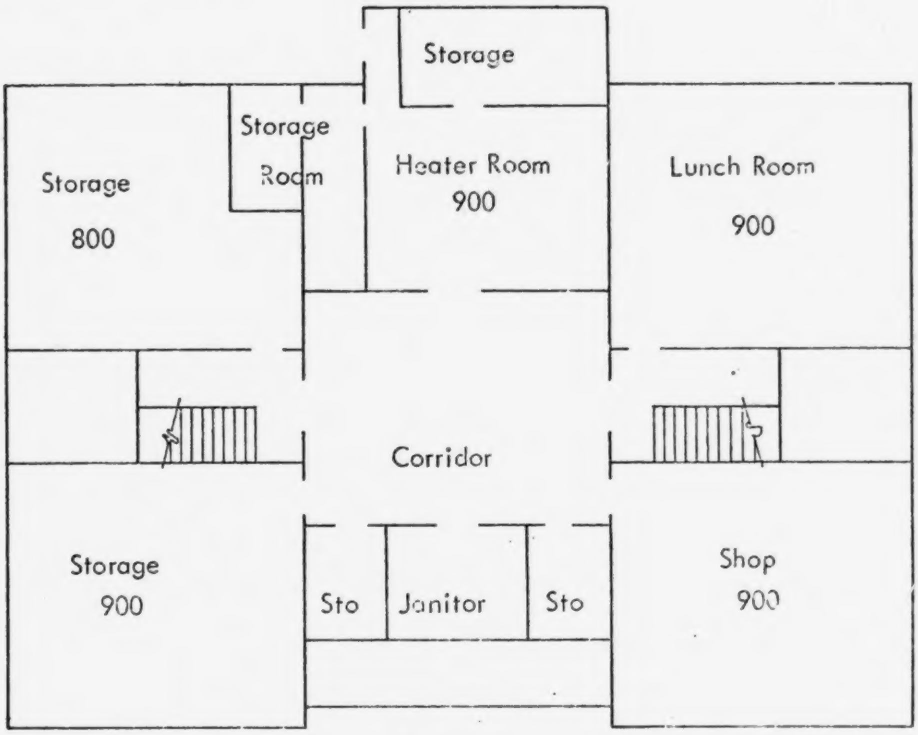

Gross Alley
North
Roanoke Street
Atlantic Avenue

Site Plan

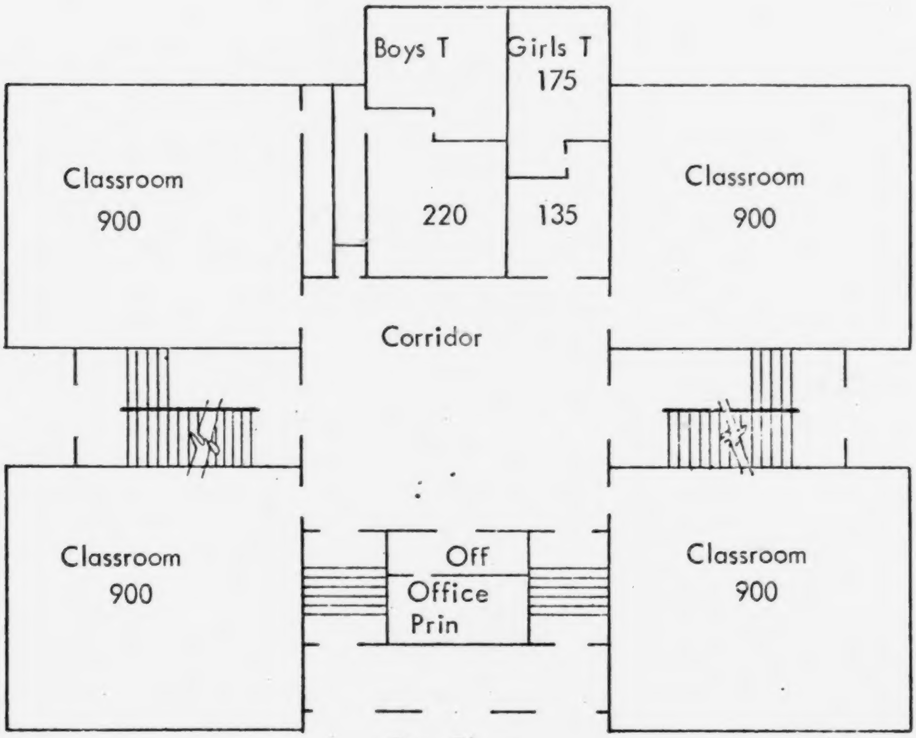
West Side School

Built	1904
Grades Housed	K-6
Capacity	390
Area	.3 Acre

West Side Elementary School

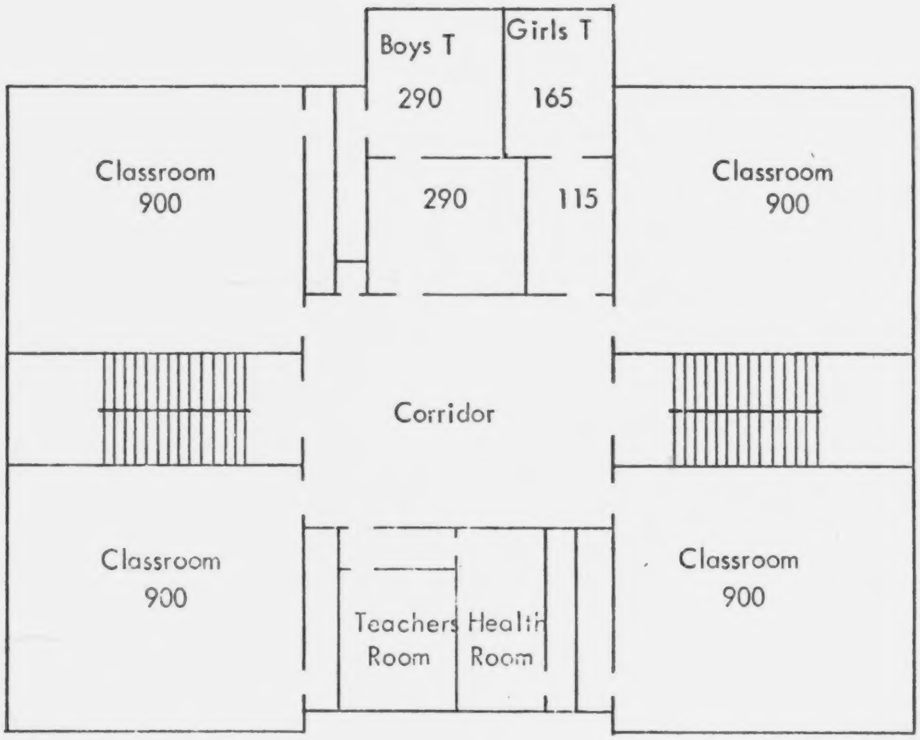

Storage
Storage
Room
Heater Room
900
Lunch Room
900
Storage
800
Corridor
Storage
900
Sto
Janitor
Sto
Shop
900

Basement


Boys T
Girls T
175
Classroom
900
220
135
Classroom
900
Corridor
Classroom
900
Off
Office
Prin
Classroom
900

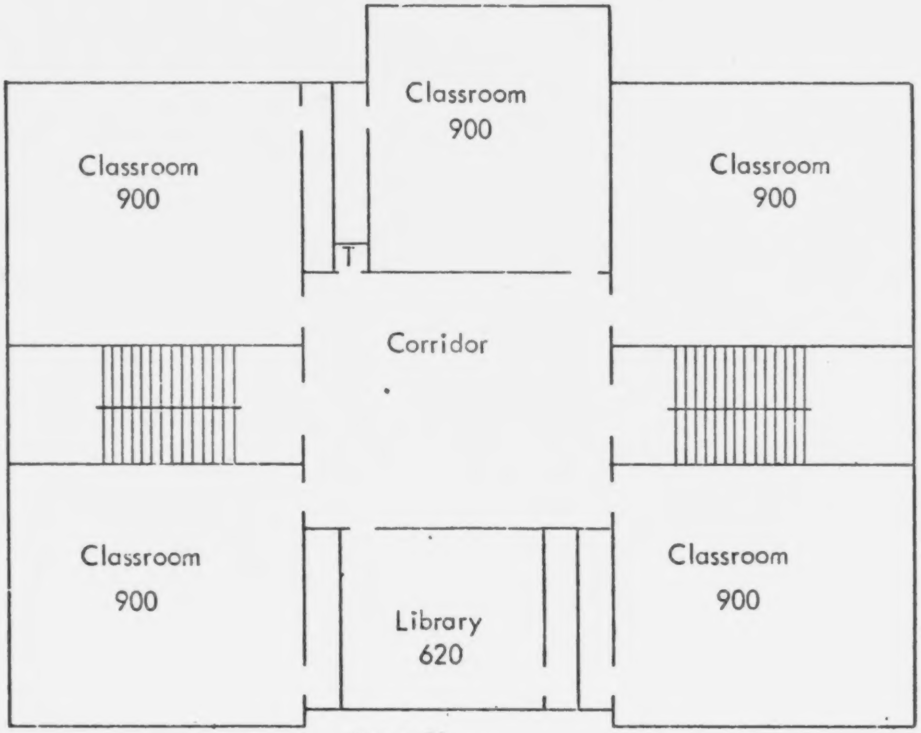
First Floor

West Side Elementary School



Boys T
290
Girls T
165
290
115
Classroom
900
Classroom
900
Corridor
Classroom
900
Teachers Room
Health Room
Classroom
900

Second Floor



Classroom
900
Classroom
900
Classroom
900
T
Corridor
Classroom
900
Library
620
Classroom
900

Third Floor

WHITE OAK ELEMENTARY SCHOOL

General Construction	Present Condition
Face brick and limestone with masonry back-up. Combination wood and aluminum windows. Aluminum gravel stops - some wood fascias. Steel joist floor and roof systems - steel frame. Masonry partitions - plaster finish. Acoustic tile ceilings. Asphalt tile floors in classrooms. Toilet rooms in new section have terrazzo floors and glazed structural facing tile walls. Toilet rooms in old section have asphalt tile floors.	Masonry work is fairly good. Wood fascias and trim need maintenance. Window system is in need of maintenance.

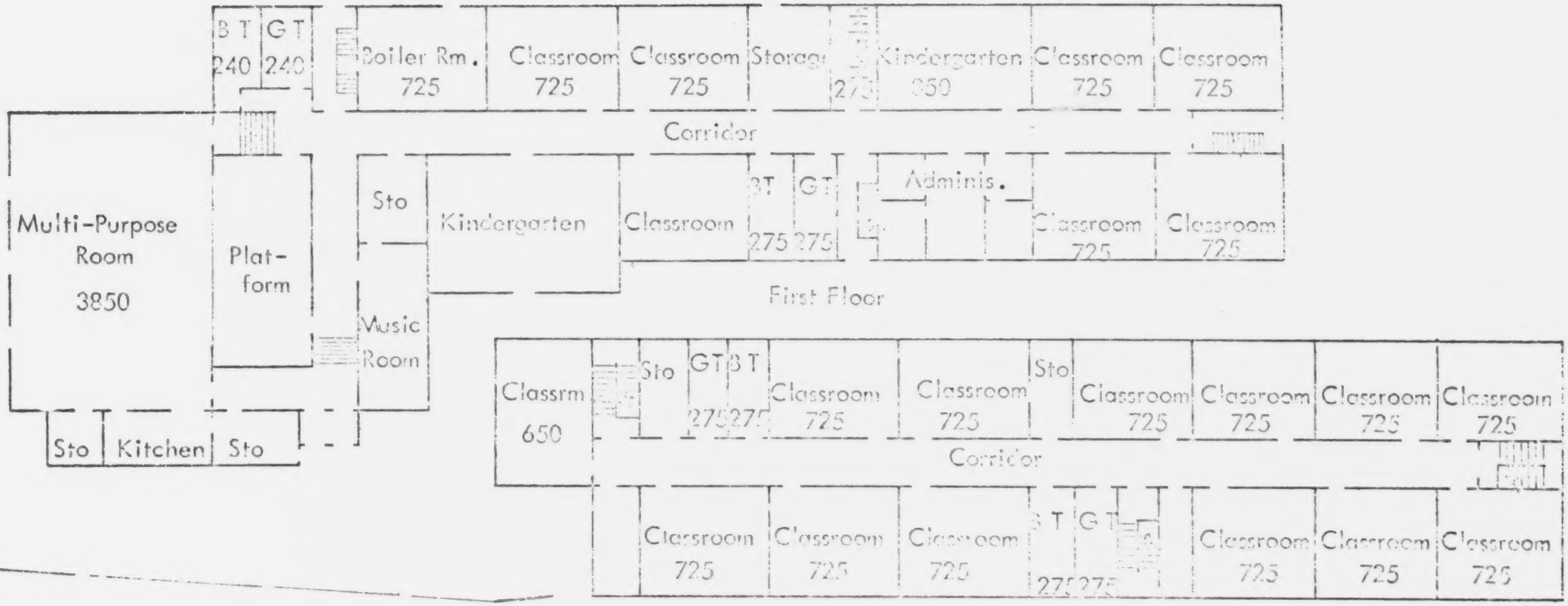
Heating	Present Condition
Steam - gas fired boilers. Unit ventilators and radiators in classrooms with individual room controls.	Good.

Plumbing	Present Condition
Modern fixtures in toilet rooms except that all water closets are tank type.	Good.

Electrical	Present Condition
Incandescent in old section. Fluorescent type in new section.	Lighting is not up to modern standards - should be replaced with fluorescent fixtures.

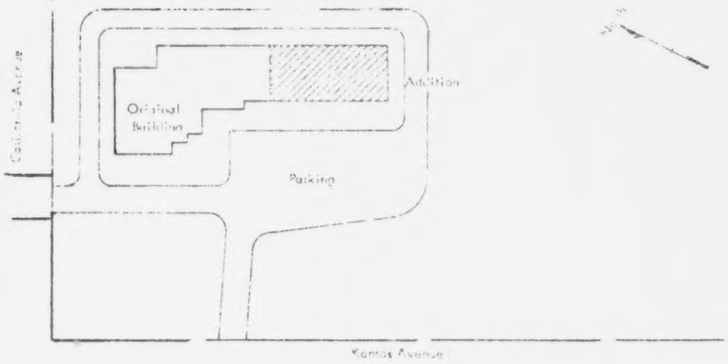
The above Structure is Incombustible Construction.

Recommendation: This building shall be maintained indefinitely.

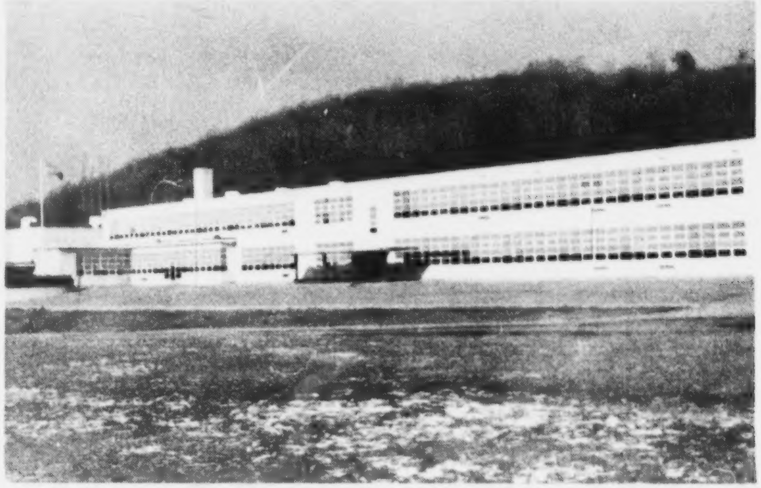

B T
240
G T
240
Boiler Rm.
725
Classroom
725
Classroom
725
Storage
275
Kindergarten
650
Classroom
725
Classroom
725
Corridor
Multi-Purpose
Room
3850
Plat-
form
Sto
Kindergarten
Classroom
BT
275
GT
275
Adminis.
Classroom
725
Classroom
725
Music
Room
Sto
Kitchen
Sto
Classrm
650
Sto
GT
275
BT
275
Classroom
725
Classroom
725
Sto
Classroom
725
Classroom
725
Classroom
725
Classroom
725
Corridor
Classroom
725
Classroom
725
Classroom
725
BT
275
GT
275
Classroom
725
Classroom
725
Classroom
725

First Floor

Second Floor


Original
Building
Addition
Parking
Kansas Avenue

Site Plan



White Oak School

Original Built	1949
Addition Built	1954
Grades Housed	K-6
Capacity	660
Area	7.7 Acres

FRANCIS McCLURE JUNIOR HIGH SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Aluminum windows and curtain wall. Glass block and projected windows in classrooms. Cement plaster soffits and canopy ceilings. Aluminum fascias and gravel stops. Generally steel frame and steel joist construction. Auditorium and gymnasium framed with concrete beams. Masonry partitions - plaster finish. Terrazzo corridor floors - brick or glazed structural facing tile wainscots. Toilet rooms have terrazzo floors and glazed structural facing tile walls. Modern food service equipment.	Good. A few minor maintenance problems including some leakage in glass block skylights.

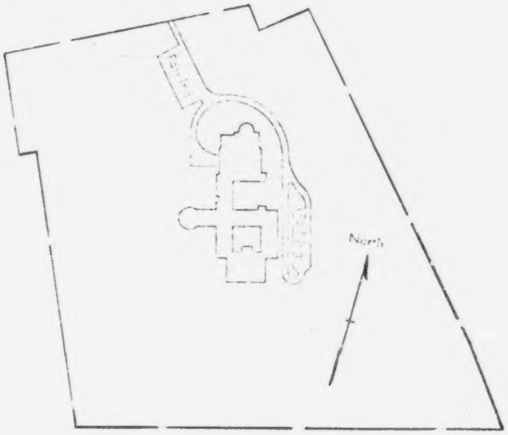
Heating	Present Condition
Steam - gas fired boilers. Unit ventilators and window-line radiation in classrooms. Individual room controls.	Good.

Plumbing	Present Condition
New modern fixtures in toilets and shower rooms.	Good.

Electrical	Present Condition
New modern fluorescent fixtures and switchgear.	Satisfactory but does not meet present standards.

The above Structure is Incombustible Construction.

Recommendation: This building shall be maintained indefinitely.

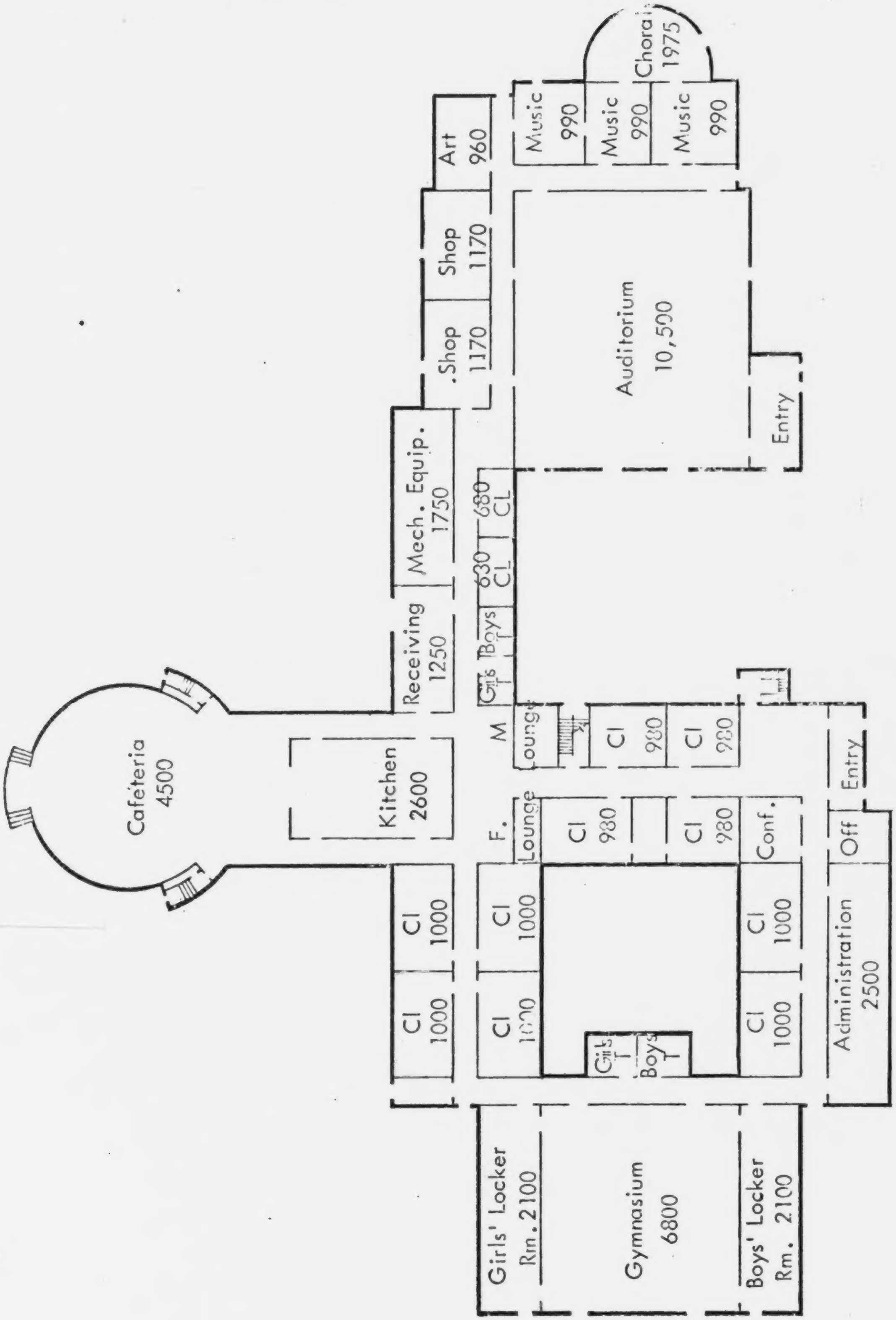


Site Plan

Francis McClure Junior High School

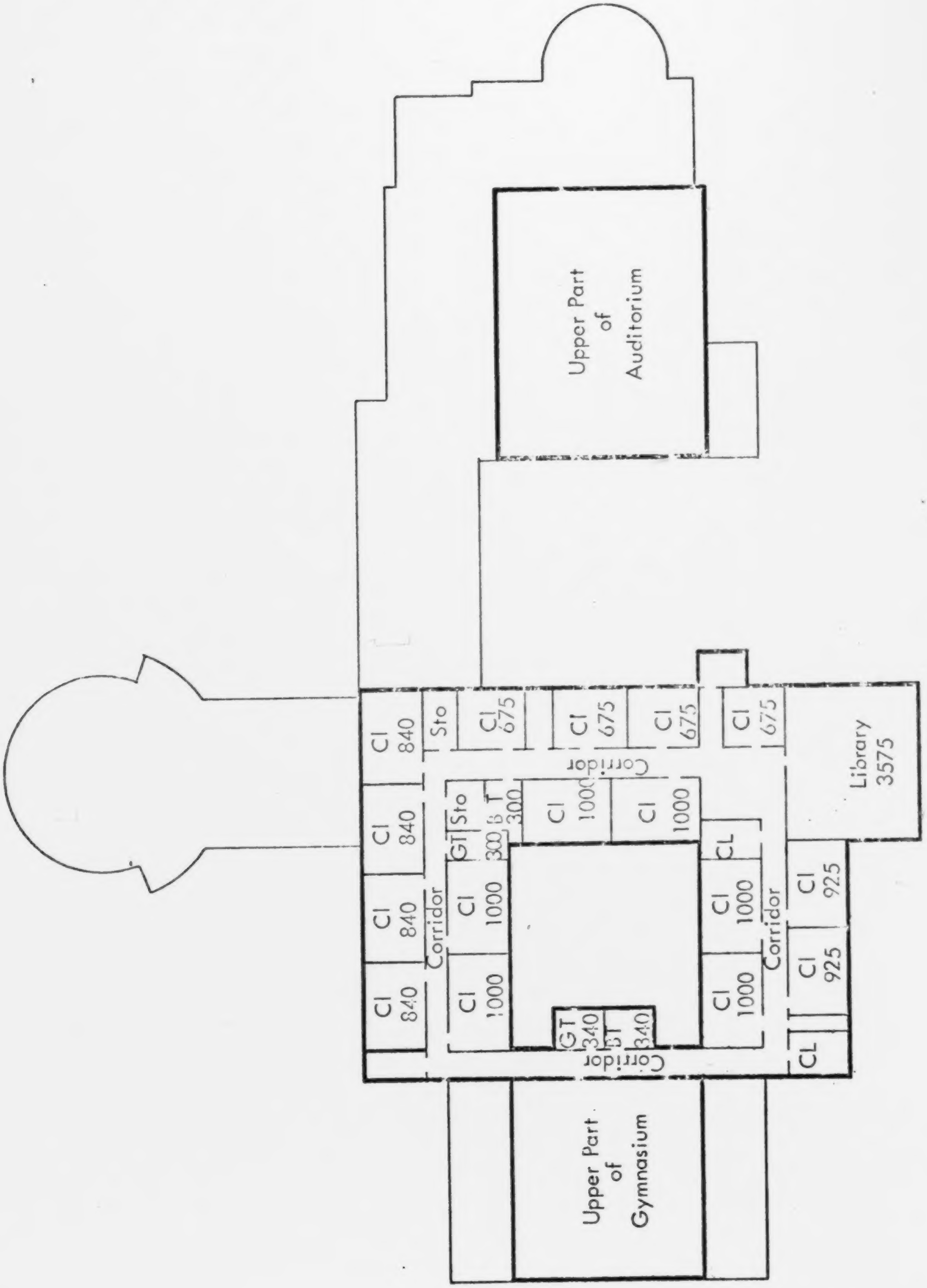
Built	1959
Grades Housed	7-8-9
Capacity	879
Area	38.4 Acres

Francis McClure Junior High School


Cafeteria 4500
Kitchen 2600
Receiving 1250
Mech. Equip. 1750
Shop 1170
Shop 1170
Art 960
Music 990
Music 990
Music 990
Choral 1975
Auditorium 10,500
Entry
630 CL
680 CL
Girls T
Boys T
M
Lounge
F.
Lounge
Cl 980
Cl 980
Cl 980
Cl 980
Conf.
Entry
Off
Administration 2500
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Girls T
Boys T
Girls' Locker Rm. 2100
Gymnasium 6800
Boys' Locker Rm. 2100

First Floor

Francis McClure Junior High School


Upper Part of Auditorium
Cl 840
Sto
Cl 675
Cl 675
Cl 675
Cl 675
Library 3575
Corridor
Cl 840
Cl 840
Cl 840
GT
Sto
300
B T 300
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Cl 1000
CL
Cl 925
Cl 925
GT 340
BT 340
Corridor
Corridor
Corridor
CL
Upper Part of Gymnasium

Second Floor

McKEESPORT JUNIOR HIGH SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Limestone trim. Existing windows have been replaced with glass block and projected sash. Aluminum curtain wall. Concrete frame - concrete floor and roof systems. Masonry partitions - plaster finish. Terrazzo corridor floors. Terrazzo floors and marble wainscots in toilet rooms.	Satisfactory. Glass block curtain wall replacement parts are no longer available - maintenance will become increasingly difficult. General renovation of toilet rooms would be a desirable improvement.

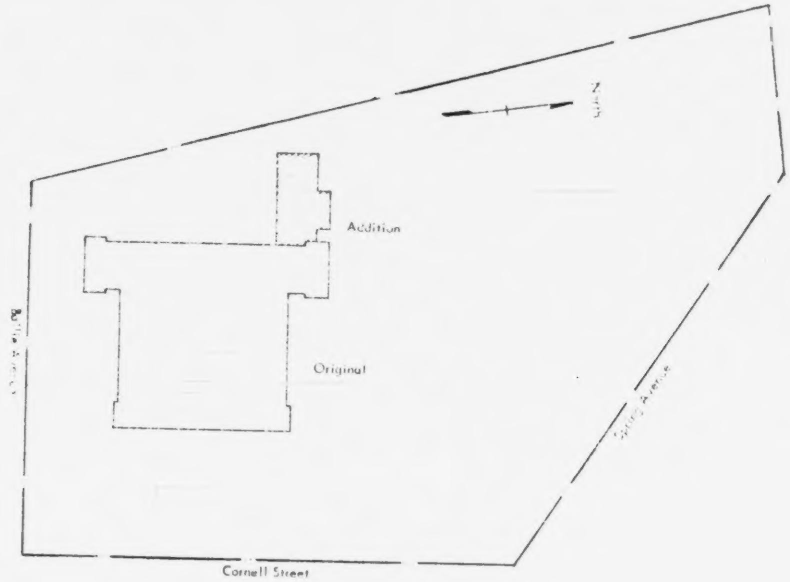
Heating	Present Condition
Split system - steam radiation - forced warm air with steam radiators in ducts to temper air. Boilers are gas fired.	Fair. System is old and does not provide the required ventilation.

Plumbing	Present Condition
Toilet and shower room fixtures are antiquated. Water closet replacement parts are almost impossible to obtain.	Poor. New fixtures should be installed when toilet and shower rooms are renovated.

Electrical	Present Condition
Some classrooms have old type incandescent fixtures - six per classroom Some classrooms have old fluorescent fixtures.	All lighting is substandard. Panelboards are old and hazardous. Complete new lighting, wiring, and electric service will be required.

The above Structure is Fire Resistive Construction.

Recommendation: This building shall be maintained indefinitely, but it is strongly recommended that all mechanical systems, namely heating, ventilating, plumbing and electrical work shall be replaced at the earliest possible time to provide adequate and up-to-date environmental conditions.

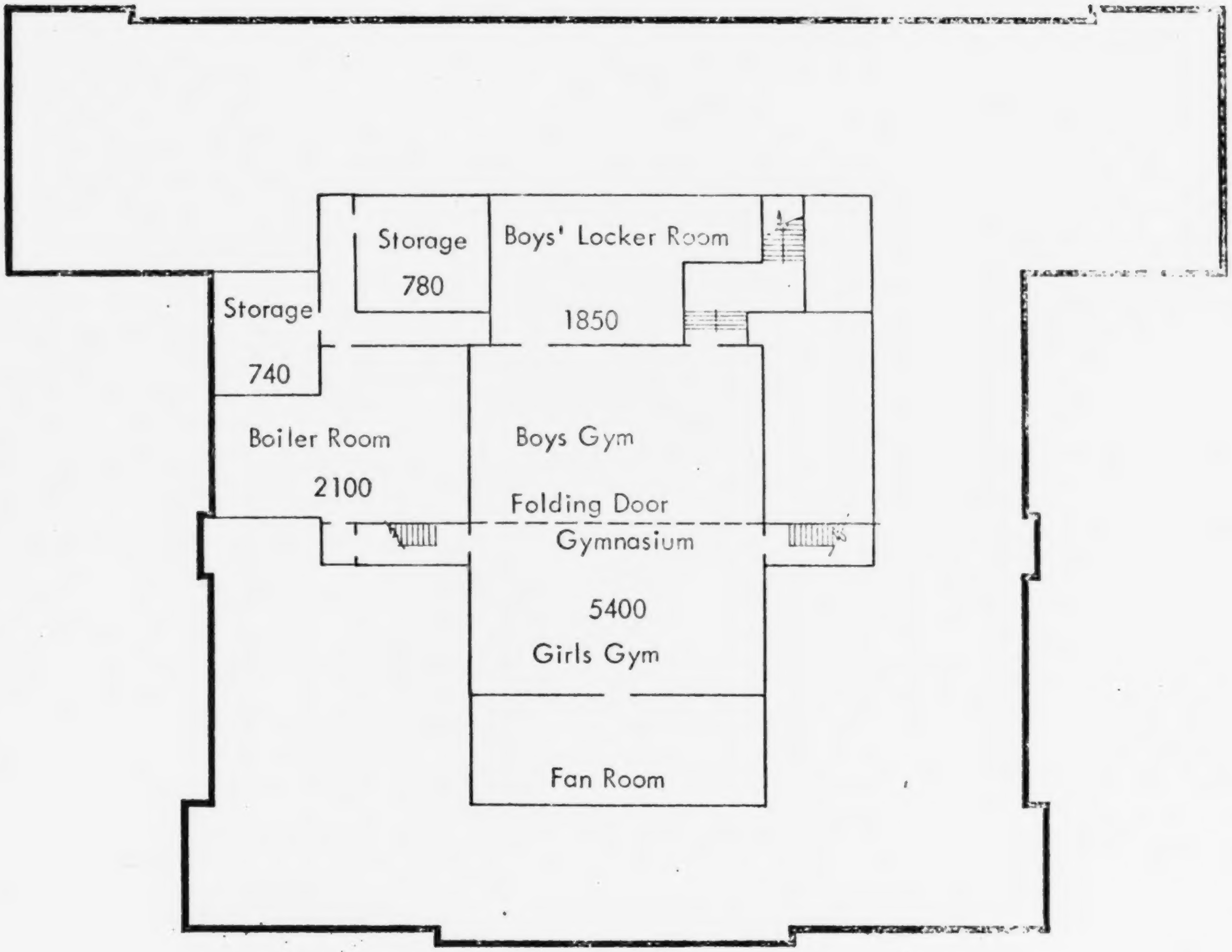

Addition
Original
Bailie Avenue
Spring Avenue
Cornell Street

Site Plan

McKeesport Junior High School

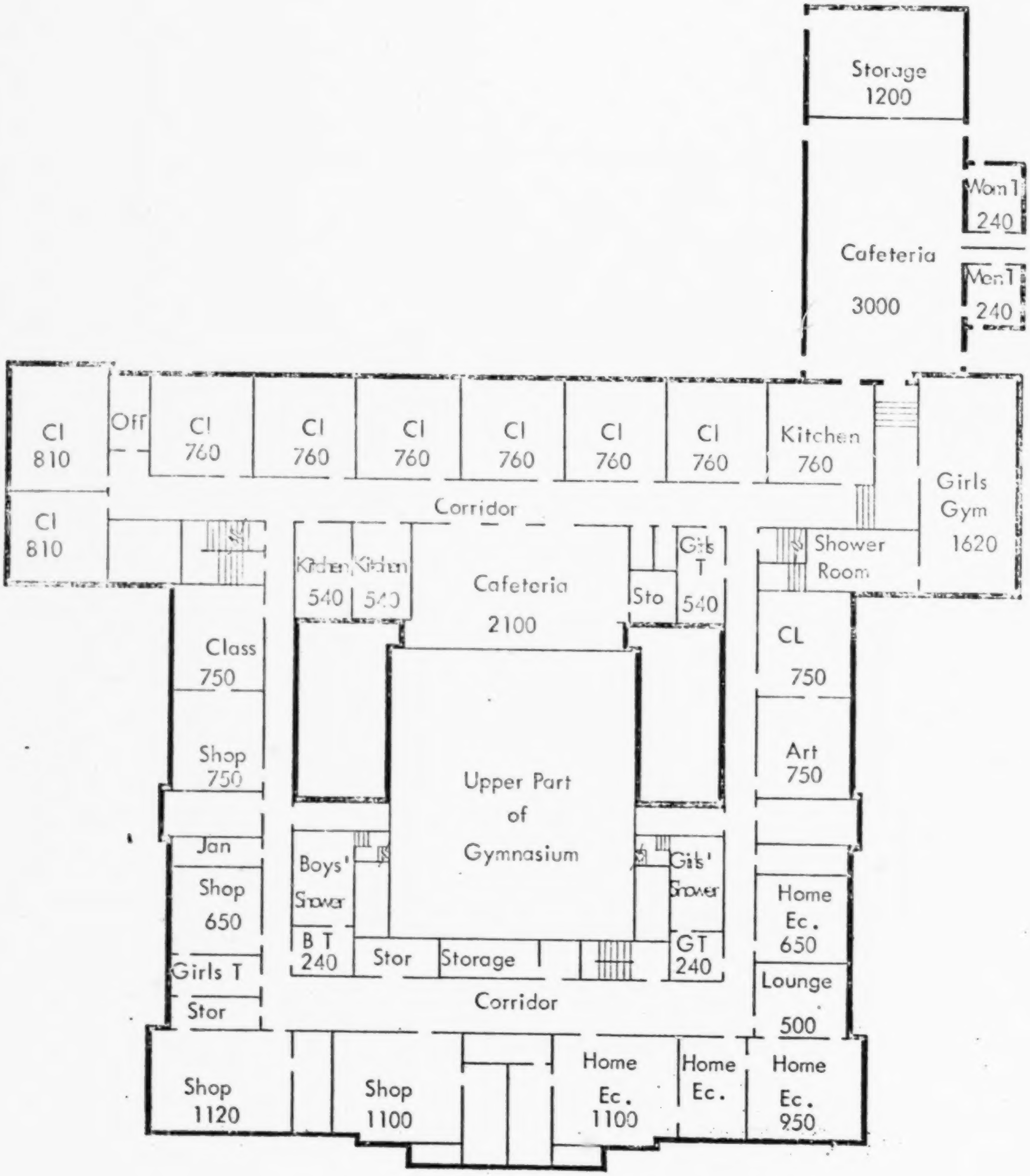
Original Built	1922
Additional Built	1964
Grades Housed	7-8-9
Capacity	1539
Area	8.2 Acres

McKeesport Junior High School


Storage
780
Boys' Locker Room
Storage
1850
740
Boiler Room
Boys Gym
2100
Folding Door
Gymnasium
5400
Girls Gym
Fan Room

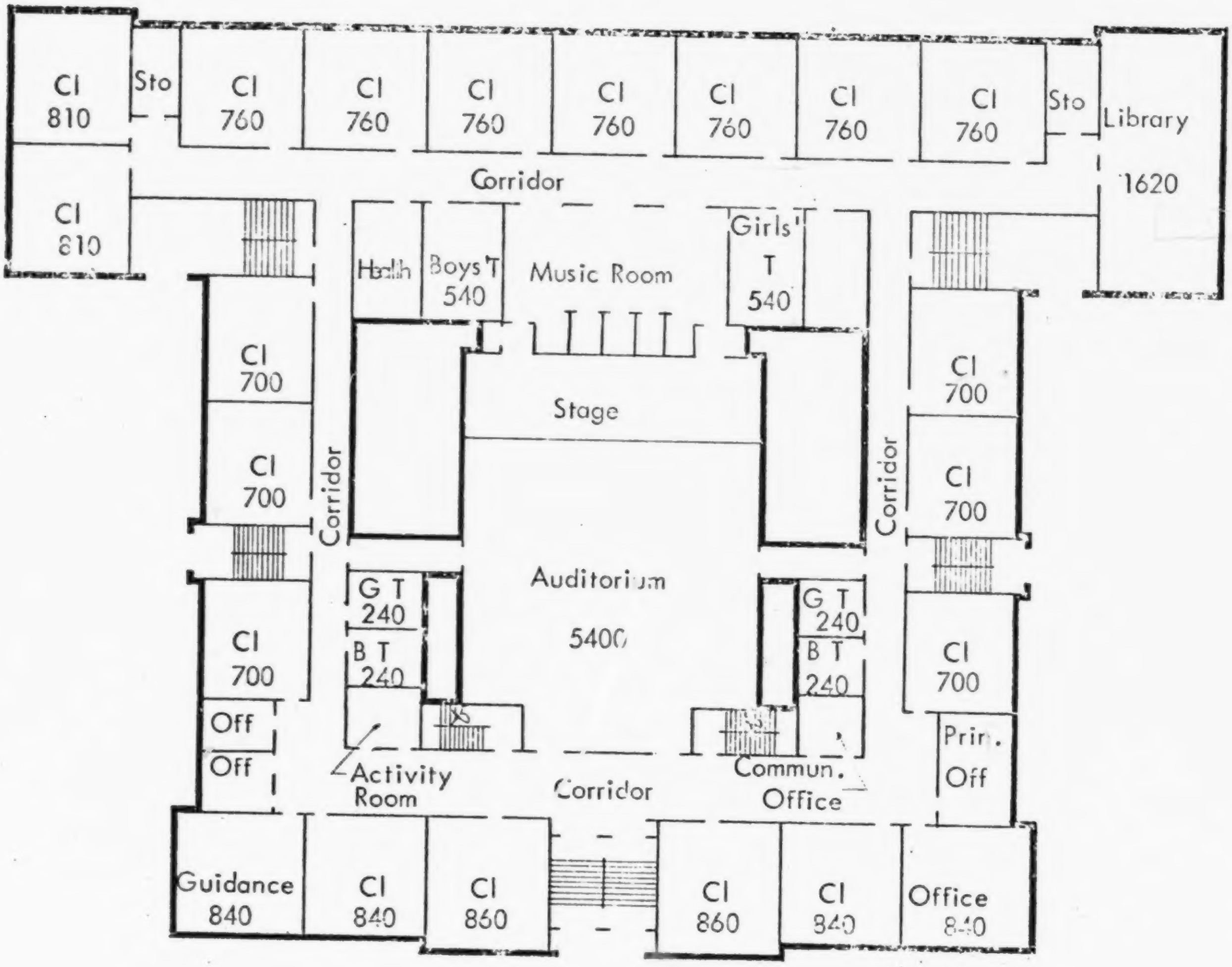
Sub-Basement Floor Plan

McKeesport Junior High School


Storage
1200
Cafeteria
3000
Wom T
240
Men T
240
Cl
810
Off
Cl
760
Cl
760
Cl
760
Cl
760
Cl
760
Cl
760
Kitchen
760
Girls
Gym
1620
Corridor
Cl
810
Kitchen
540
Kitchen
540
Cafeteria
2100
Sto
Girls
T
540
Shower
Room
Class
750
CL
750
Shop
750
Art
750
Upper Part
of
Gymnasium
Jan
Shop
650
Boys'
Shower
Girls'
Shower
Home
Ec.
650
B T
240
Stor
Storage
GT
240
Girls T
Lounge
500
Stor
Corridor
Shop
1120
Shop
1100
Home
Ec.
1100
Home
Ec.
Home
Ec.
950

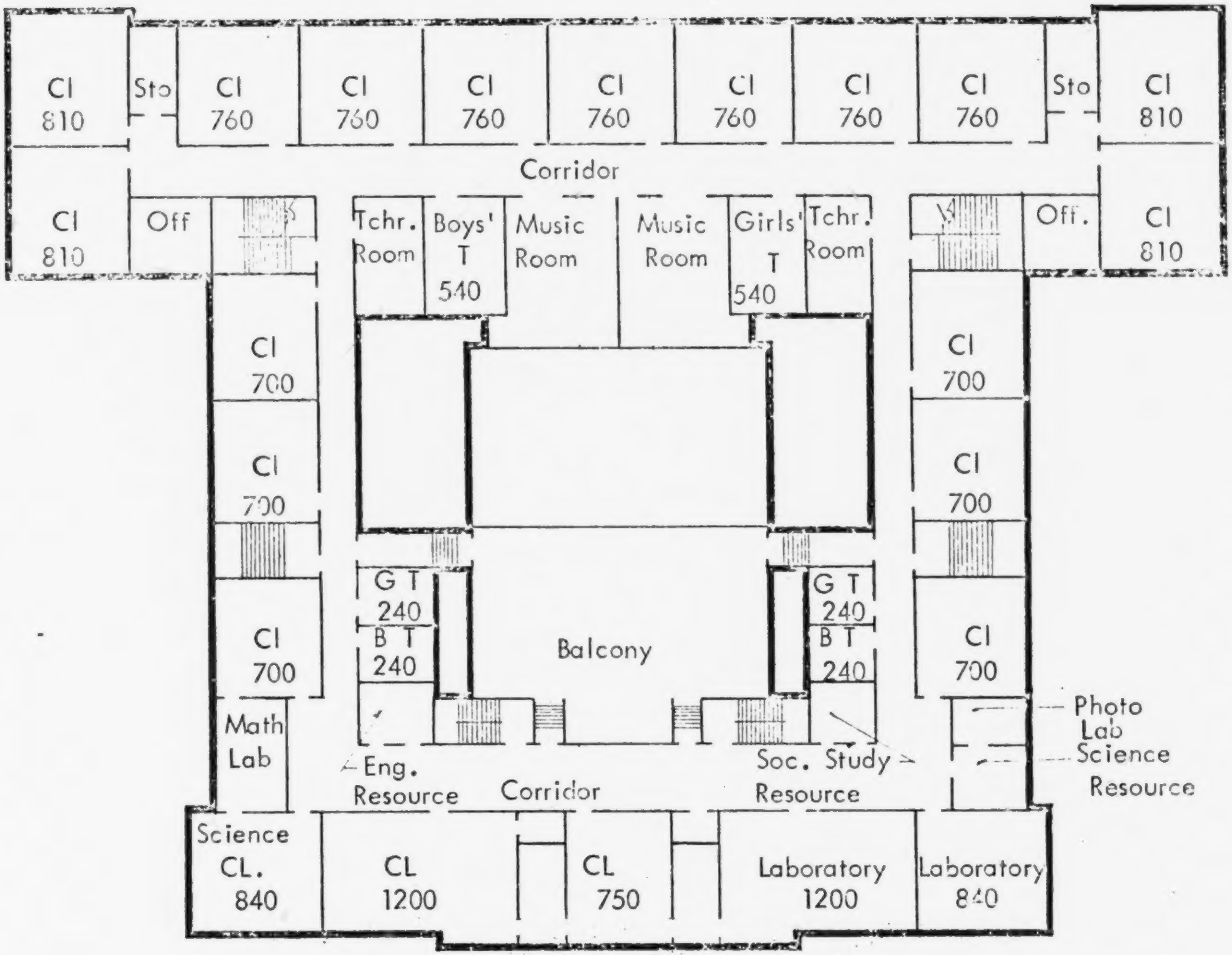
Basement

McKeesport Junior High School


Cl 810
Sto
Cl 760
Cl 760
Cl 760
Cl 760
Cl 760
Cl 760
Cl 760
Sto
Library 1620
Corridor
Cl 810
Health
Boys' T 540
Music Room
Girls' T 540
Cl 700
Cl 700
Stage
Corridor
Corridor
Cl 700
Cl 700
Auditorium 5400
G T 240
B T 240
G T 240
B T 240
Cl 700
Cl 700
Off
Off
Activity Room
Corridor
Commun. Office
Prin. Off
Guidance 840
Cl 840
Cl 860
Cl 860
Cl 840
Office 840

First Floor

McKeesport Junior High School


Cl 810
Sto
Cl 760
Cl 760
Cl 760
Cl 760
Cl 760
Cl 760
Cl 760
Sto
Cl 810
Corridor
Cl 810
Off
Tchr. Room
Boys' T 540
Music Room
Music Room
Girls' T 540
Tchr. Room
Off.
Cl 810
Cl 700
Cl 700
Cl 700
Cl 700
Cl 700
Cl 700
G T 240
B T 240
Balcony
G T 240
B T 240
Math Lab
Eng. Resource
Corridor
Soc. Study Resource
Photo Lab
Science Resource
Science CL. 840
CL 1200
CL 750
Laboratory 1200
Laboratory 840

Second Floor

McKEESPORT VOCATIONAL HIGH SCHOOL

General Construction	Present Condition
Face brick with masonry back-up. Limestone trim. Steel windows. Steel frames or concrete frame - concrete floor systems - precast concrete slab roof decks. Masonry partitions - plaster finish. Asphalt tile floors in classrooms. Wood or concrete floors, as appropriate, in shops. Terrazzo corridor floors - glazed structural facing tile wainscots. Terrazzo floors and glazed structural facing tile wainscots in toilets and showers.	Good. Only a few minor maintenance problems.

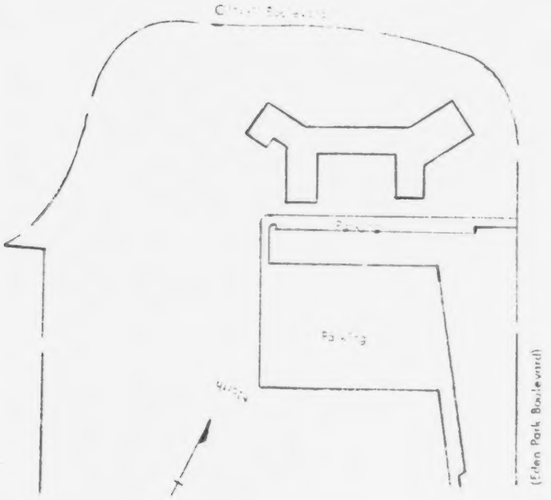
Heating	Present Condition
Steam - coal stoker fired boilers. Unit ventilators and radiators in instructional spaces. Individual room controls.	Good. Boiler firing could be converted to gas for greater convenience and reduced maintenance.

Plumbing	Present Condition
Fairly modern fixtures - good maintenance	Good.

Electrical	Present Condition
Incandescent fixtures	Substandard.

The above Structure is Fire Resistive Construction.

Recommendation: This building shall be maintained indefinitely.

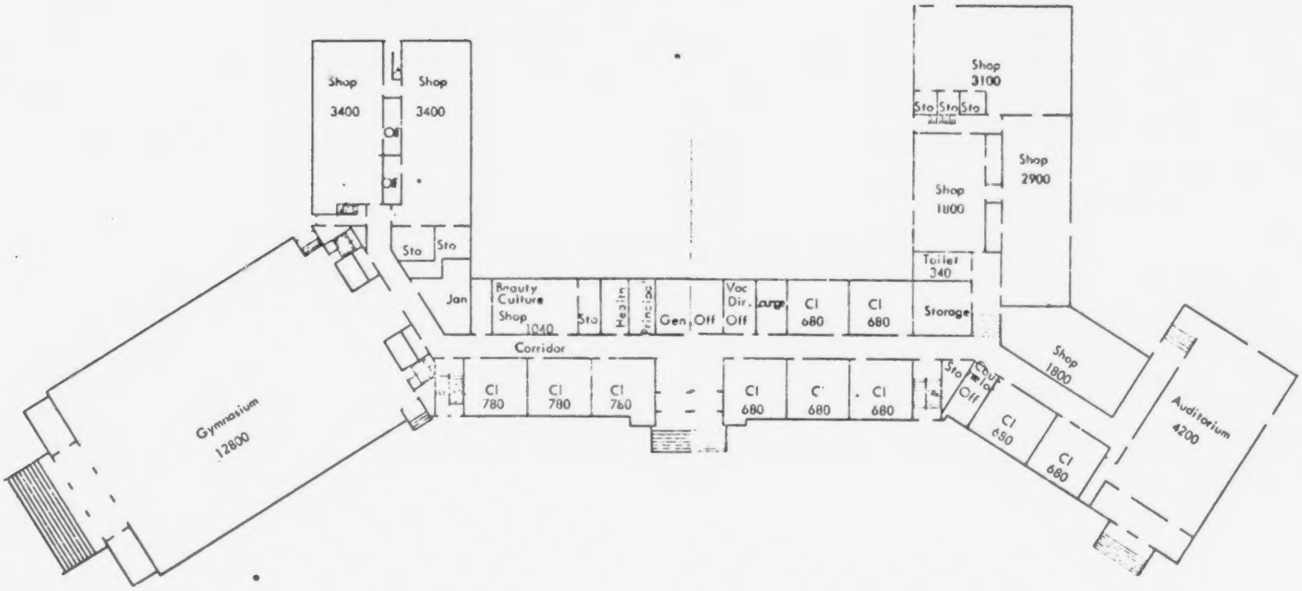

Parking
Parking
(Eden Park Boulevard)

Site Plan

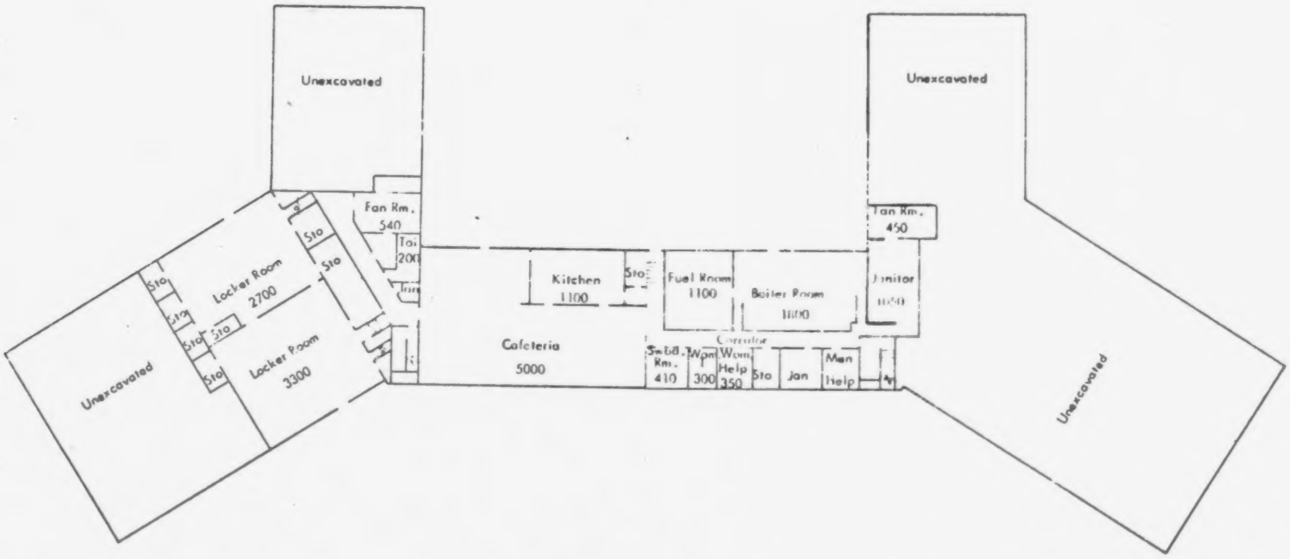
McKeesport Vocational School

Built	1940
Grades Housed	10-11-12
Capacity	722

McKeesport Vocational High School

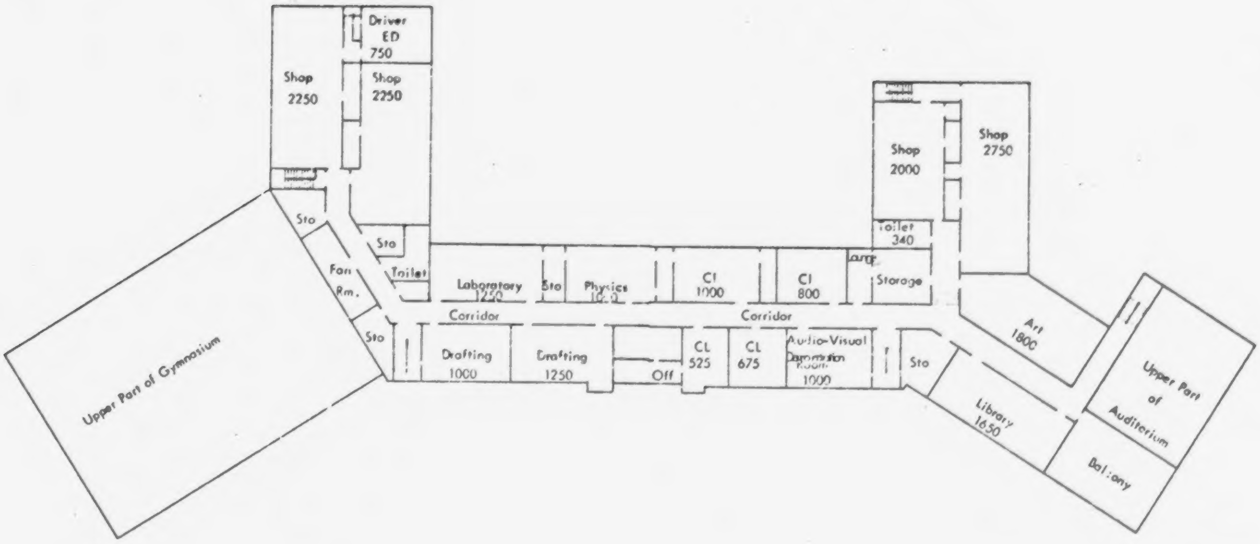

Shop
3400
Shop
3400
Off
Off
Sto
Sto
Jan
Beauty Culture Shop
1040
Sto
Health
Principal
Gen. Off
Voc Dir. Off
Lounge
Cl
680
Cl
680
Shop
3100
Sto
Sto
Sto
Shop
1800
Shop
2900
Toilet
340
Storage
Corridor
Cl
780
Cl
780
Cl
760
Cl
680
Cl
680
Cl
680
Sto
Counselor Off
Cl
650
Cl
680
Shop
1800
Auditorium
4200
Gymnasium
12800

First Floor


Unexcavated
Unexcavated
Fan Rm.
540
Toi
200
Sto
Sto
Locker Room
2700
Sto
Sto
Sto
Sto
Sto
Locker Room
3300
Unexcavated
Kitchen
1100
Sto
Fuel Room
1100
Boiler Room
1100
Fan Rm.
450
Janitor
1050
Cafeteria
5000
Corridor
Swbd. Rm.
410
Wom
300
Wom Help
350
Sto
Jan
Men Help
Unexcavated

Ground Floor

McKeesport Vocational High School


Driver ED 750
Shop 2250
Shop 2250
Shop 2000
Shop 2750
Sto
Sto
Fan Rm.
Toilet
Toilet 340
Laboratory 1250
Sto
Physics 1250
Cl 1000
Cl 800
Lounge
Storage
Corridor
Corridor
Sto
Drafting 1000
Drafting 1250
Off
CL 525
CL 675
Audio-Visual Demonstration Room 1000
Sto
Art 1800
Library 1650
Upper Part of Gymnasium
Upper Part of Auditorium
Balcony

Second Floor

McKEESPORT AREA SENIOR HIGH SCHOOL

General Construction	Present Condition
Face brick with masonry back-up or aluminum and porcelain enamel panel curtain wall. Curtain wall has aluminum sash or a combination of glass block and aluminum sash. Aluminum or hollow metal exterior doors. Door construction in swimming pool area is stainless steel. Steel frame with steel joist and concrete floor system - steel joist and steel roof deck. Masonry partitions - plaster finish. Classrooms have asphalt tile floors with ceramic tile base. Terrazzo floors and glazed structural facing tile walls in corridors, toilets, showers, and kitchen.	Good.

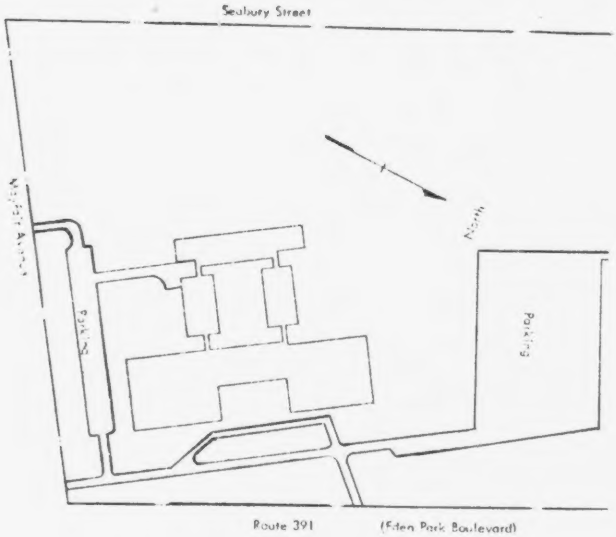
Heating	Present Condition
Hot water - gas fired boilers. Classrooms have unit ventilators and window-line radiation. Individual room controls.	Good.

Plumbing	Present Condition
New modern fixtures in toilet and shower rooms.	Good.

Electric	Present Condition
New modern fluorescent fixtures. Modern switchgear.	Good.

The above Structure is Incombustible Construction.

Recommendation: This building shall be maintained indefinitely and expansion is recommended to accommodate the additional enrollment and 9th grade.

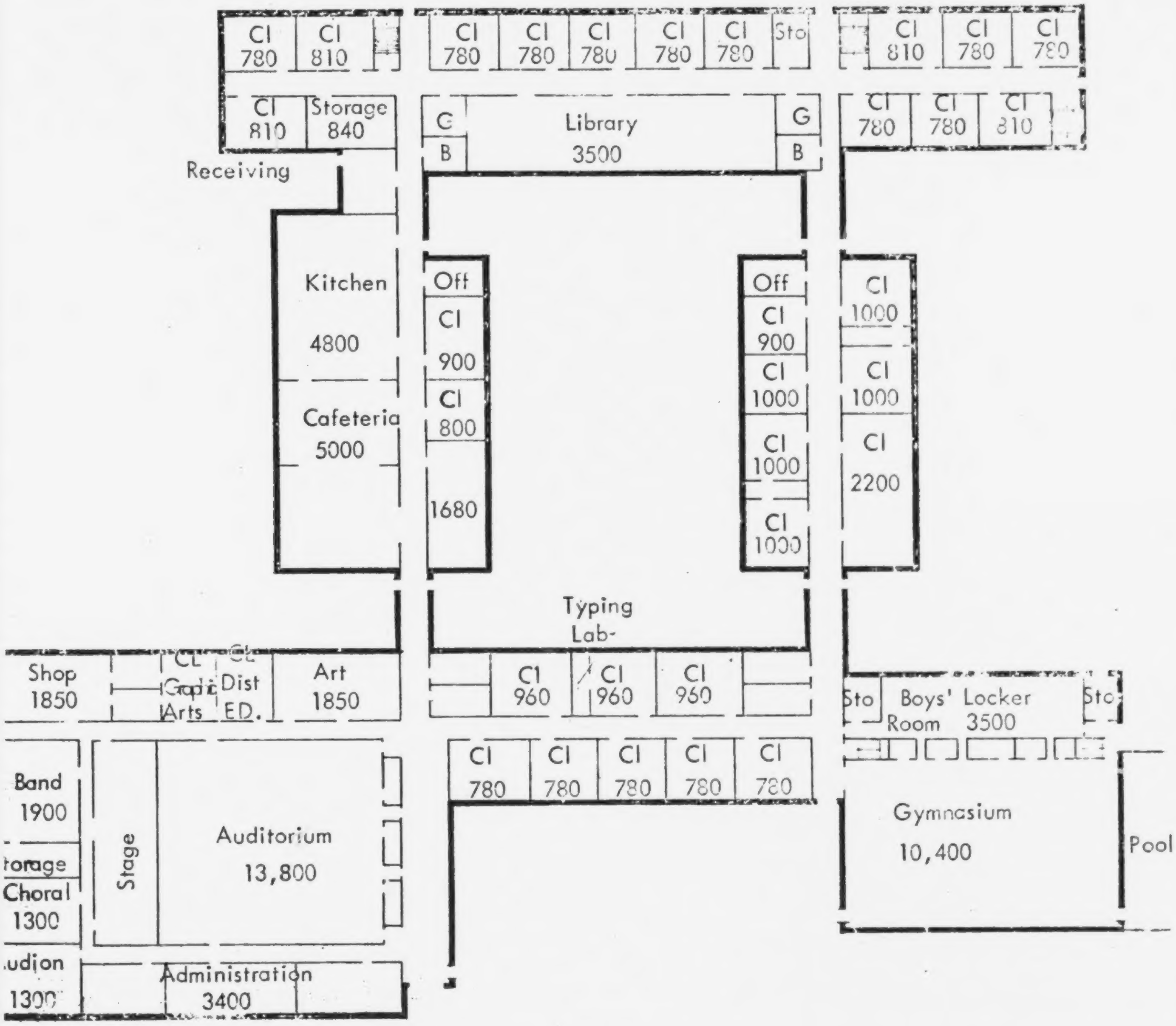

Seabury Street
Mayfair Avenue
Parking
North
Parking
Route 391
(Eden Park Boulevard)

Site Plan

McKeesport Senior High School

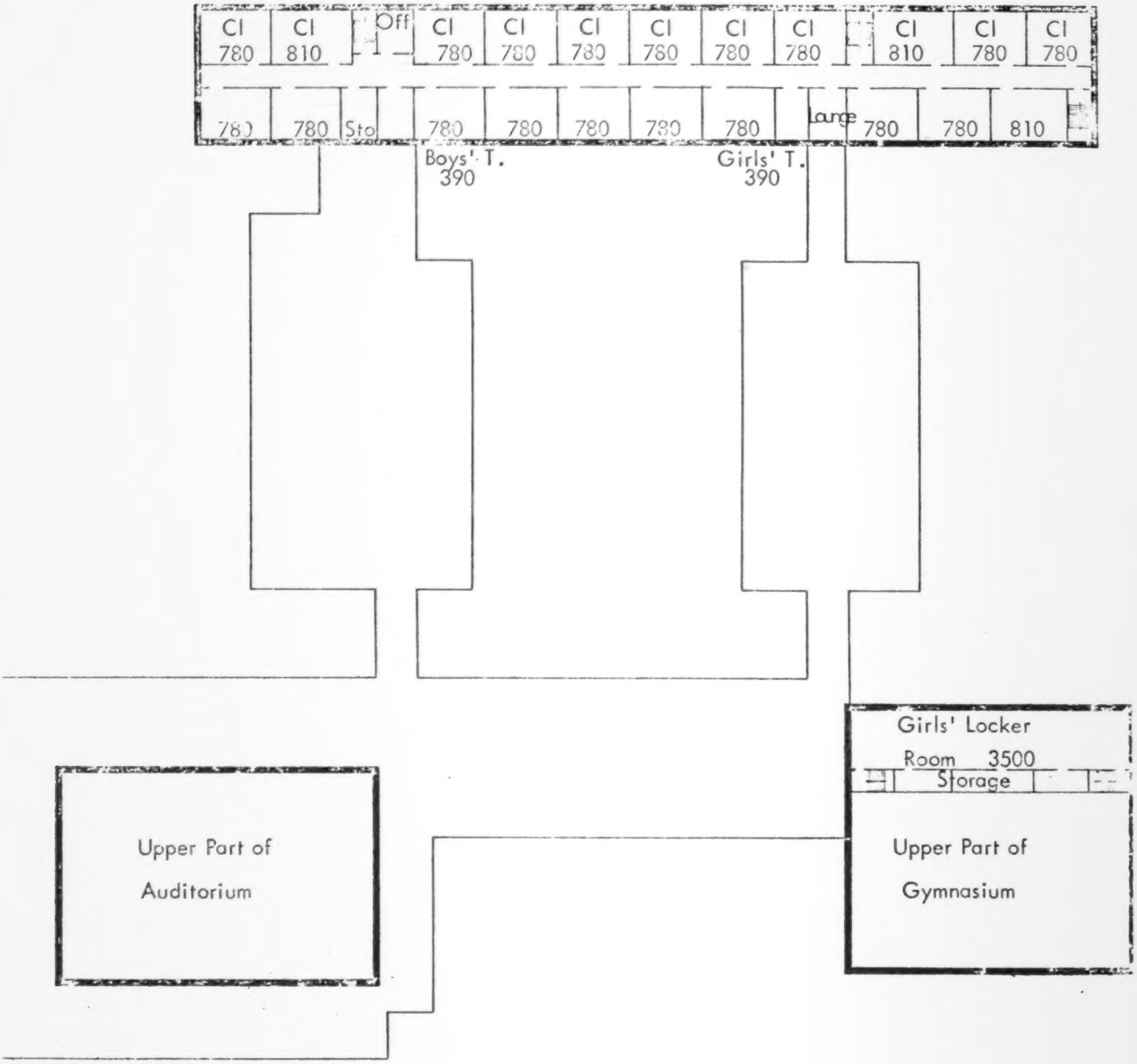
Built	1960
Grades Housed	10-11-12
Capacity	1534
Area	43 Acres

McKeesport Area Senior High School


Cl 780
Cl 810
Cl 780
Cl 780
Cl 780
Cl 780
Cl 780
Sto
Cl 810
Cl 780
Cl 780
Cl 810
Storage 840
Receiving
G
B
Library 3500
G
B
Cl 780
Cl 780
Cl 810
Kitchen 4800
Cafeteria 5000
Off
Cl 900
Cl 800
1680
Off
Cl 900
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Cl 1000
Cl 2200
Typing Lab
Shop 1850
Cl Graphic Arts
Cl Dist ED.
Art 1850
Cl 960
Cl 960
Cl 960
Sto
Boys' Locker Room 3500
Sto
Band 1900
torage
Choral 1300
udion 1300
Stage
Auditorium 13,800
Administration 3400
Cl 780
Cl 780
Cl 780
Cl 780
Cl 780
Gymnasium 10,400
Pool

First Floor

McKeesport Area Senior High School


Cl 780
Cl 810
Off
Cl 780
Cl 780
Cl 780
Cl 780
Cl 780
Cl 780
Cl 810
Cl 780
Cl 780
780
780
Sto
780
780
780
780
780
Lounge
780
780
810
Boys' T. 390
Girls' T. 390
Girls' Locker Room 3500
Storage
Upper Part of Auditorium
Upper Part of Gymnasium

Second Floor

BUILDING PLAN

McKeesport Area School District

Attendance Centers	Year Built	Additions	Renovations	Condition	Acreage	Pupil Capacity	72	73	74	75	76	77	78	79	80	81
EXISTING BUILDINGS ELEMENTARY																
Shaw Avenue K-6	1899			Poor	0.7	540	■	■	■	▨	▨	▨	▨	▨	▨	▨
West Side K-6 El.Sp. Ed.	1904			Poor	0.3	390	■	■	■	▨	▨	▨	▨	▨	▨	▨
Fawcett K-6	1907			Poor	4.2	270	■	■	■	▨	▨	▨	▨	▨	▨	▨
Grandview K-6 El.Sp. Ed.	1907			Poor	0.3	300	■	■	■	▨	▨	▨	▨	▨	▨	▨
Versailles Avenue K-5	1907			Poor	0.7	360	■	■	■	▨	▨	▨	▨	▨	▨	▨
Highland Avenue K-6	1911			Poor	0.2	240	■	■	■	▨	▨	▨	▨	▨	▨	▨
Third Street K-6	1906			Poor	0.3	210	■	■	■	▨	▨	▨	▨	▨	▨	▨
Archer Street 1-6	1928			Poor	0.5	150	■	■	■	▨	▨	▨	▨	▨	▨	▨
Lincoln 1-6	1917			Poor	1.8	300	■	■	■	▨	▨	▨	▨	▨	▨	▨
East End K-6 El.Sp. Ed.	1939			Poor	1.2	360	■	■	■	▨	▨	▨	▨	▨	▨	▨
McCave 1-6	1942			Poor	0.4	180	■	■	■	▨	▨	▨	▨	▨	▨	▨
Centennial K-6 El.Sp. Ed.	1921			Fair	1.0	750	■	■	■	■	■	■	■	■	■	■
George Washington K-6 Sec.Sp. Ed.	1928			Fair	2.1	660	■	■	■	■	■	■	■	■	■	■

Attendance Centers		Year Built	Additions	Renovations	Condition	Acreage	Pupil Capacity	72	73	74	75	76	77	78	79	80	81
Versailles-Walnut St.	K-6 El.Sp.Ed.	1928			Fair	0.8	390	■	■	■	■	■	■	■	■	■	■
Eleventh Ward	K-6	1931			Fair to Good	0.8	300	■	■	■	■	■	■	■	■	■	■
Grandview Annex	K-6	1931			Good	0.2	180	■	■	■	■	■	■	■	■	■	■
Greenwood	K-6	1938			Fair to Good	1.2	240	■	■	■	■	■	■	■	■	■	■
White Oak	K-6	1949	1934		Good	7.7	660	■	■	■	■	■	■	■	■	■	■
Fifth Avenue	K-6	1951			Good	1.0	210	■	■	■	■	■	■	■	■	■	■
McKeesport Jr.H.S.	7-8-9	1922			Fair	8.2	1539	■	■	■	■	■	■	■	■	■	■
Francis McClure Jr.H.S.	7-8-9	1959			Good	38.4	879	■	■	■	■	■	■	■	■	■	■
McKeesport Vocational	10-12	1940			Fair to Good	on H.S. Site	722	■	■	■	■	■	■	■	■	■	■
McKeesport Senior H.S.	10-12	1960			Excellent	43.0	1534	■	■	■	⊞	⊞	⊞	⊞	⊞	⊞	⊞
NEW BUILDINGS																	
Unit I	K-5 Spec. Ed.						646				⁙	⁙	⁙	⁙	⁙	⁙	⁙
Unit II	K-5 Spec. Ed.						955				⁙	⁙	⁙	⁙	⁙	⁙	⁙
Unit III	K-5 Spec. Ed.						974				⁙	⁙	⁙	⁙	⁙	⁙	⁙

Maintain ■ Abandon ▨ Addition ⊞ New ⁙

SECTION V

FINANCIAL ANALYSIS AND PROJECTION

SECTION V

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INTRODUCTION

One of the prime functions of the school district is to make financial decisions within its legal rights which are designed to insure for the future the inherent democratic nature of American society.

Adequate fiscal support of public education is currently a much disputed issue on the American scene. Through the news media, the general public is constantly made aware of the problems facing the educators, many of which necessitate the expenditures of public funds. Increased enrollments, greater heterogeneity of the school population, increased scope of curricular offerings, added school services, and inflation have all heaped added weight on the public in its support of schools. Nevertheless, it would be safe to say that no community has yet supported education to the point of financial hardship.

The purpose of school finance is to establish, maintain, and heighten the quality of educational opportunity for all children. This necessitates the raising of great sums of money for the support of public education.

Public school financing may appear to be a comparatively simple task of levying taxes within the limits of the law. However, simple adherence to the law does not insure quality education; this is due to a myriad of constantly changing factors in the economy and society. All of these factors must be accounted for in the preparation of the financial program for each school district.

The problem of how to finance public education is a matter of concern both because of the cost of education and because of its vital relationship to national goals of economic growth and national security.

One must not only have vision in the preparation of educational programs, but one must constantly be mindful of the community's ability and commitment to adequately finance the proposed programs.

Therefore, in establishing a long-range developmental program, it is necessary to determine the means of financing that program and to evaluate the program in terms of cost. It is also necessary to examine the financial history of the school system, as a guide to plan future financial support.

This study will explore the financial basis of the McKeesport Area School District as it exists today and as it existed in the past. Data pertaining to the past financial history were obtained through the Allegheny County Court House, the office of the County Superintendent of Schools, and the McKeesport Area School District Superintendent's Office.

The property tax is the principal source of funds for education, and is likely to remain so, since no other tax source on the horizon promises to take over its function effectively. It remains the one tax which local communities can adjust periodically to yield the amount of revenue desired. For this reason, it has been called the "residual" or "balancing" tax of local financing. Annual review and establishment of the property tax rate make the impact of this tax more visible than other taxes.

School taxes are based upon two criteria of measurement: the tax base and the tax rate. It is common for citizens of school districts to view their taxes only in terms of the tax rate. However the total amount of taxes paid is a function of both the tax and the base. If the amount of taxation is to be increased either the rate or the base may be increased, or both.

In Pennsylvania the primary local source of tax funds for school purposes is the real estate tax. The base for this tax is the assessed valuation of real property. Table 5.1 lists the market value, assessed value, and the ratio between these two values for the McKeesport Area School District for the past decade. The market value figures for McKeesport Area School District represents an unusual situation: for the inflationary period represented by the last ten years, there has been an increase of only 9.31 percent in market value, or 0.93 percent per year. The ratio of assessment to market values has remained somewhat constant throughout the period, with the exception of the years 1970 and 1971. The assessed valuation figures show the same pattern as the market value the first eight years but reflects a decided change in 1970 and 1971 due to the re-assessment of properties.

The median school district in the United States had $9,329.45 in assessed property value behind each pupil unit in 1969, and $24,822.95 in true or market value. By comparison in 1970, the McKeesport Area School District has $12,012.99 in assessed value and $21,394.00 in market value behind each pupil unit. Viewed from this perspective the McKeesport district enjoys a higher tax rate base per pupil unit, based on assessed value, than does the median district in the United States, but has a considerably lower real market value per pupil unit. The current 55 percent ratio of assessed to real market value is higher than the national average of 38 percent.

Table 5.1

MARKET VALUE AND ASSESSED VALUATION
McKEESPORT AREA SCHOOL DISTRICT
1961-1971

YEAR	MUNICIPALITY	CERTIFIED MARKET VALUE	ASSESSED VALUATION	RATIO
1961	Dravosburg	$ 10,397,100	$ 4,847,865	46.6
	McKeesport	163,207,200	76,580,270	46.9
	So. Versailles Twp.	1,007,100	448,570	43.9
	Versailles Borough	7,195,600	4,493,255	62.4
	Versailles Twp. (W.O.)	40,853,300	23,106,211	56.6
	TOTAL	222,660,300	109,476,171	49.2
1962	Dravosburg	9,939,000	4,869,195	49.0
	McKeesport	167,085,900	77,250,030	46.2
	So. Versailles Twp.	954,400	463,890	48.7
	Versailles Borough	8,099,400	4,611,135	57.4
	Versailles Twp. (W.O.)	44,773,600	23,850,614	53.3
	TOTAL	239,441,900	111,044,864	46.4
1963	Dravosburg	10,370,700	5,079,285	49.0
	McKeesport	166,277,600	76,967,513	46.3
	So. Versailles Twp.	987,300	479,835	48.7
	Versailles Borough	8,267,300	4,682,445	56.6
	Versailles Twp. (W.O.)	45,569,300	23,173,589	50.9
	TOTAL	231,472,200	110,382,667	47.7
1964	Dravosburg	10,325,900	5,036,890	48.8
	McKeesport	164,857,600	77,286,561	46.9
	So. Versailles Twp.	998,200	488,170	48.9
	Versailles Borough	8,877,000	4,747,085	53.5
	Versailles Twp. (W.O.)	47,671,900	24,711,299	51.8
	TOTAL	232,730,600	112,270,005	48.2
1965	Dravosburg	10,277,000	5,010,120	48.8
	McKeesport	164,932,500	77,353,391	46.9
	So. Versailles Twp.	998,200	487,570	48.8
	Versailles Borough	9,333,500	4,962,690	53.2
	Versailles Twp. (W.O.)	49,864,800	24,897,019	49.9
	TOTAL	235,406,000	112,710,790	47.9
1966	McKeesport Area	235,358,400	113,912,427	48.4
1967	McKeesport Area	237,506,800	115,011,085	48.4
1968	McKeesport Area	237,402,600	116,373,500	49.0
1969	McKeesport Area	237,692,600	117,139,300	49.3
1970	McKeesport Area	243,404,400	136,657,800	56.2
1971	McKeesport - Est. Area	246,018,200	135,310,000	55.0 (Est.)

TAX TRENDS

Income from local and other sources in the budget for the McKeesport Area Public Schools for 1970-1971 are:

1. Revenue from local sources
   - (a) Real Estate 41.0 mills based on a 55 percent assessment.
   - (b) Section 679 - per capita tax, none
   - (c) Section 511 - (formerly 481)
     1. Earned income Tax, 1/2 of 1%
2. Revenue from state sources
3. Miscellaneous Revenue

REAL ESTATE TAXES

The real estate tax levy in McKeesport, as in most communities, continues to be the major source of revenue at the local level. Other sources of revenue, while helpful and necessary, are definitely secondary in importance. Real Estate taxes expressed in terms of mills, are collected on a percentage of the real or market value. Table 5.2 indicates the tax rates for schools, municipality, and county. However, this table is not as meaningful as it should be since the assessment practices in the past years have not been as uniform as they have been since the Reorganization Act of 1965.

It is evident that the millage rate for school purposes hovered between 20 and 28 mills for the various component districts for the years 1962-63 through 1965-66. The tax rates for schools in each of the municipalities were made uniform in 1966-67 when the school district was reorganized under the Pennsylvania School Reorganization Act. The 1966-67 school tax rate was 24 mills increased to 26 mills in 1967-68, to 32.5 mills in 1968-69, 38.5 in 1969-70, 38.0 in 1970-71, and 41.0 in 1971-72.

The county tax rate had remained at 11 mills for the years 1962-63 through 1964-65; increased to 13 mills for the years 1965-66 through 1968-69, 16.75 mills for 1969-70 and 1970-71, and reduced to 15.5 mills for 1971-72.

Table 5.2

SCHOOL MUNICIPAL AND COUNTY TAX LEVIES IN MILLS
McKEESPORT AREA SCHOOL DISTRICT
1962-63 to 1971-72

YEAR	MUNICIPALITY	SCHOOL	MUNICIPAL	COUNTY	TOTAL
1962-63	Dravosburg	.023	.015	.011	.043
	McKeesport	.024	.018	.011	.053
	So. Versailles Twp.	.025	.010	.011	.046
	Versailles Borough	.020	.012	.011	.043
	Versailles Twp. (W.O.)	.028	.013	.011	.052
1963-64	Dravosburg	.023	.015	.011	.043
	McKeesport	.024	.0165	.011	.0515
	So. Versailles Twp.	.025	.010	.011	.046
	Versailles Borough	.020	.010	.011	.041
	Versailles Twp. (W.O.)	.028	.011	.011	.050
1964-65	Dravosburg	.023	.015	.011	.043
	McKeesport	.024	.018	.011	.053
	So. Versailles Twp.	.025	.010	.011	.046
	Versailles Borough	.020	.010	.011	.041
	Versailles Twp. (W.O.)	.029	.010	.011	.050
1965-66	Dravosburg	.023	.015	.013	.045
	McKeesport	.024	.018	.013	.055
	So. Versailles Twp.	.025	.010	.013	.048
	Versailles Borough	.020	.0075	.013	.0405
	Versailles Twp. (W.O.)	.029	.010	.013	.052
1966-67	Dravosburg	.024	.015	.013	.052
	McKeesport	.024	.021	.013	.058
	So. Versailles Twp.	.024	.010	.013	.047
	Versailles Borough	.024	.010	.013	.047
	Versailles Twp. (W.O.)	.024	.010	.013	.047
1967-68	Dravosburg	.026	.015	.013	.054
	McKeesport	.026	.021	.013	.060
	So. Versailles Twp.	.026	.010	.013	.049
	Versailles Borough	.026	.010	.013	.049
	Versailles Twp. (W.O.)	.026	.010	.013	.049
1968-69	Dravosburg	.032	.018	.013	.063
	McKeesport	.032	.021	.013	.066
	South Versailles Twp.	.032	.010	.013	.055
	Versailles Borough	.032	.010	.013	.055
	Versailles Twp. (W.O.)	.032	.011	.013	.056
1969-70	Dravosburg	.0385	.018	.01675	.07325
	McKeesport	.0385	.021	.01675	.07625
	So. Versailles Twp.	.0385	.010	.01675	.06525
	Versailles Borough	.0385	.010	.01675	.06525
	Versailles Twp. (W.O.)	.0385	.011	.01675	.06625
1970-71	Dravosburg	.038	.018	.01675	.07275
	McKeesport	.038	.021	.01675	.07575
	South Versailles Twp.	.038	.010	.01675	.06475
	Versailles Borough	.038	.010	.01675	.06475
	Versailles Twp. (W.O.)	.038	.013	.01675	.06775
1971-72	Dravosburg	.041	.018	.0155	.0745
	McKeesport	.041	.023	.0155	.0795
	South Versailles Twp.	.041	.008	.0155	.0645
	Versailles Borough	.041	.010	.0155	.0665
	Versailles Twp. (W.O.)	.041	.012	.0155	.0685

OTHER LOCAL TAX SOURCES

School districts are now making increased use of other sources of revenue, instead of placing all of the increased burden on the property owner. Act 511 enables local government units to levy any tax which the state government is not authorized to levy. Table 5.3 indicates the extent to which the McKeesport district has levied taxes other than those on real estate. It will be noted, that only Versailles Township (White Oak) made use of the Real Estate Transfer Act.

It will be noted that all of the districts have made use of the per capita tax in varying amounts under both Section 679 and Act 511 (formerly 481) at some time between the years 1961 and 1965. The per capita tax was eliminated in 1966 and has not been levied since that time.

An Earned Income Tax has been levied in Dravosburg since 1960; in South Versailles Township since 1963; Versailles Township (White Oak) since 1963; and in McKeesport City since 1963.

Versailles Township (White Oak) assessed a 1/2 of 1 percent Real Estate Transfer Tax from 1960 thru 1965.

COLLECTION OF TAXES

The tax structure - tax base and tax rate - is one thing. Collection of taxes is another. It is generally true in the Commonwealth of Pennsylvania that a greater proportion of taxpayers have paid their real estate taxes than have paid their per capita taxes. Table 5.4 clearly indicates that the state pattern holds in McKeesport for the years in which per capita taxes were assessed. It is believed that this same pattern holds for all other non real estate taxes. Steps should be taken to tighten the collection system of all taxes. Table 5.4 shows that

TABLE 5.3

ACT 511 (FORMERLY 481) TAXES BY YEARS
McKEESPORT AREA SCHOOL DISTRICT
1961 thru 1971

YEAR	MUNICIPALITY	Per Capita Section 679	Per Capita Act 511	Earned Income	R. E. Transfer	Mercantile
1961	Dravosburg	None	None	1/2 of 1%		
	McKeesport	5.00	5.00			
	So. Versailles Twp.	10.00	None			
	Versailles Borough	4.00	None			
	Versailles Twp.(W.O.)	5.00	5.00		1/2 of 1%	
1962	Dravosburg	None	None	1/2 of 1%		
	McKeesport	5.00	5.00			
	So. Versailles Twp.	None	10.00			
	Versailles Borough	4.00	None			
	Versailles Twp. (W.O.)	5.00	5.00		1/2 of 1%	
1963	Dravosburg	None	None	1/2 of 1%		
	McKeesport	None	None	1/2 of 1%		
	So. Versailles Twp.	None	10.00	1/2 of 1%		
	Versailles Borough	4.00	None			
	Versailles Twp. (W.O.)	5.00	None	1/2 of 1%	1/2 of 1%	
1964	Dravosburg	None	None	1/2 of 1%		
	McKeesport	None	None	1/2 of 1%		
	So. Versailles Twp.	None	10.00	1/2 of 1%		
	Versailles Borough	4.00	None			
	Versailles Twp. (W.O.)	None	None	1/2 of 1%	1/2 of 1%	
1965	Dravosburg	None	None	1/2 of 1%		
	McKeesport	None	None	1/2 of 1%		
	So. Versailles Twp.	None	10.00	1/2 of 1%		
	Versailles Borough	4.00	None			
	Versailles Twp. (W.O.)	None	None	1/2 of 1%	1/2 of 1%	
1966	McKeesport Area	None	None	1/2 of 1%		
1967	McKeesport Area	None	None	1/2 of 1%		
1968	McKeesport Area	None	None	1/2 of 1%		
1969	McKeesport Area	None	None	1/2 of 1%		
1970	McKeesport Area	None	None	1/2 of 1%		
1971	McKeesport Area	None	None	1/2 of 1%		

the percentage of real estate taxes collected is about 95 percent. The same table shows that only about an average of 75 percent of the per capita tax that was assessed was collected.

Table 5.5 illustrates the amount of delinquent taxes collected by year. Since 95 percent of the real estate collections are collected, there should be 3 percent annually in delinquent real estate taxes, or roughly $90,000.00 per year, remaining to be collected. Real Estate Taxes, over a period of years should be 100 percent collected or virtually so. The chart indicates that over the period of years delinquent tax collections have varied from a high ot $114,198.00 to a low of approximately $57,321.00.

STATE AND FEDERAL SOURCES OF RECEIPTS

The Commonwealth of Pennsylvania has for many years contributed substantially to the local school system which it mandates. The federal government has since the earliest land ordinances contributed to the support of public education. Until recently the major federal contributions were in the fields of vocational education and the well known G. I. Bill of Rights. The Education Act of 1965 has greatly increased the federal contributions in the form of categorical aids (for special projects), though the total contribution of the federal government has never exceeded 8 percent of the total costs of elementary and secondary education. Table 5.6 indicates the contributions of local, state and federal governments to the McKeesport Area Public Schools. Except for the miscellaneous columns, the categories show increases over the ten-year period, even though the state contribution has fluctuated rather widely.

TABLE 5.4

PERCENTAGE OF TAX COLLECTED
McKEESPORT AREA SCHOOL DISTRICT
1961-62 to 1970-71

YEAR	MUNICIPALITY	REAL ESTATE TAXES LEVIED	COLLECTED	%COLLECTED	PER CAPITA TAXES LEVIED	COLLECTED	% COLLECTED
1961-62	Dravosburg	$ 111,501	$ 103,954	93.23	None	None	---
	McKeesport	1,686,226	1,596,717	94.69	145,690	80,562	55.29
	So.Versailles Twp.	11,214	8,726	77.81	2,520	2,008	79.69
	Versailles Borough	89,865	85,624	95.28	4,360	3,140	72.03
	Versailles Twp.(W.O.)	646,973	586,114	90.59	62,540	50,623	80.94
1962-63	Dravosburg	111,992	107,182	95.70	None	None	---
	McKeesport	1,674,986	1,597,099	95.35	135,370	71,274	52.65
	So. Versailles Twp.	11,597	10,481	90.37	2,650	2,235	84.90
	Versailles Borough	92,222	89,090	96.60	4,404	3,242	73.63
	Versailles Twp. (W.O.)	667,817	602,055	90.15	65,620	47,540	72.44
1963-64	Dravosburg	116,824	109,016	93.31	None	None	---
	McKeesport	1,675,564	1,588,734	94.80	---	---	---
	So.Versailles Twp.	11,996	10,710	89.30	2,650	2,191	82.68
	Versailles Borough	91,373	86,120	94.23	4,800	4,671	97
	Versailles Twp. (W.O.)	647,974	611,497	94.37	33,490	24,302	73
1964-65	Dravosburg	115,849	110,013	94.96	None	None	None
	McKeesport	1,701,946	1,613,774	94.82			
	So.Versailles Twp.	12,204	10,702	87.69	2,660	2,079	78.42
	Versailles Borough	94,941	91,115	95.97	5,932	3,274	55.20
	Versailles Twp. (W.O.)	716,628	648,199	90.45	None	None	None
1965-66	Dravosburg	115,233	110,668	96.03	None	None	None
	McKeesport	2,646,804	2,506,154	94.68			
	So. Versailles Twp.	12,189	10,579	86.79	2,590	2,056	79.38
	Versailles Borough	99,253	94,477	95.18	5,756	3,997	69.44
	Versailles Twp. (W.O.)	722,016	682,850	94.57	None	None	None
1966-67	McKeesport Area	2,734,355	2,593,751	94.85	---	---	---
1967-68	McKeesport Area	2,990,953	2,832,453	94.70	---	---	---
1968-69	McKeesport Area	3,782,138	3,536,672	93.51	---	---	---
1969-70	McKeesport Area	4,509,862	4,171,435	92.50	---	---	---
1970-71	McKeesport Area	5,192,996	4,739,464	91.27	---	---	---

Table 5.5

DELINQUENT TAXES COLLECTED
McKEESPORT AREA SCHOOL DISTRICT

YEAR	MUNICIPALITY	AMOUNT
1961-62	Dravosburg	$ 2,526
	McKeesport	87,232
	So. Versailles Twp.	1,030
	Versailles Boro	1,632
	Versailles Twp. (W.O.)	16,023
	TOTAL	108,444
1962-63	Dravosburg	5,896
	McKeesport	79,761
	So. Versailles Twp.	948
	Versailles Boro	2,133
	Versailles Twp. (W.O.)	25,459
	TOTAL	114,198
1963-64	Dravosburg	1,725
	McKeesport	78,396
	So. Versailles Twp.	932
	Versailles Boro	7,155
	Versailles Twp. (W.O.)	17,476
	TOTAL	105,685
1964-65	Dravosburg	1,672
	McKeesport	33,516
	So. Versailles Twp.	733
	Versailles Boro	1,810
	Versailles Twp. (W.O.)	33,516
	TOTAL	71,248
1965-66	Dravosburg	2,407
	McKeesport	46,783
	So. Versailles Twp.	1,039
	Versailles Boro	2,158
	Versailles Twp. (W.O.)	19,970
	TOTAL	72,358
1966-67	McKeesport Area	57,231
1967-68	McKeesport Area	74,390
1968-69	McKeesport Area	57,505
1969-70	McKeesport Area	65,242
1970-71	McKeesport Area	97,872

EXPENDITURE PATTERNS

Tables 5.1 through 5.6 provide statistics relative to wealth and revenues. Succeeding tables in this section will deal with expenditure patterns over the ten-year period. In order to gain some relative understanding of the effort exerted by the McKeesport Area School District, it is helpful to make some comparisons.

Furno's Cost of Education Index[1] is widely used to show a school district's relative effort to support education. The index is a ratio of a school district's willingness to finance education as compared to its ability to finance education.

In the 1968-69 school year, this ratio or effort factor as it is sometimes called, for the McKeesport Area School District, was 1.85. The National median effort was 1.37, but the median for districts in this geographic region (New Jersey, New York, and Pennsylvania which makes up Region 2) was 2.11. See table 5.7 as to how this is computed in relation to McKeesport.

EXPENDITURE

The expenditures for public education have increased sharply in the past decade, as have all costs in general. Table 5.8 indicates the rate of growth in expenditures measured in dollars. While this is a large increase in the number of dollars over the past decade, it must be realized that a great amount of this increase has been eaten up by inflation. Table 5.8 shows that the total expenditure rose from $5,048,423.65 in 1961-62 to an expenditure of $9,321,716.95 in 1970-71. Thus the expenditure for education in McKeesport Area increased $4,273,293.30 or 84.6 percent. This averages 8.46 percent increase per year.

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[1] School Management. Cost of Education Index, 1968-69, January 1969

TABLE 5.6

RECEIPTS BY SOURCE
McKEESPORT AREA SCHOOL DISTRICT
1961-62 to 1970-71

YEAR	MUNICIPALITY	LOCAL TAXES	OTHERS	STATE	FEDERAL	REFUND OF PRIOR YEAR'S EXPENDITURES	INCOMING TRANSFERS	TOTAL
1961-62	Dravosburg	159,767	15,556	74,106				249,430
	McKeesport	1,854,689	630,089	925,355			76,295	3,486,430
	So.Versailles Twp.	11,765	351	24,008				36,126
	Versailles Borough	93,653	1,954	76,038				171,646
	Versailles Twp.(W.O.)	670,207	8,194	416,991				1,095,393
	TOTAL	2,790,082	656,147	1,516,501			76,295	5,039,026
1962-63	Dravosburg	153,692	218	85,089				239,000
	McKeesport	1,843,573	40,225	1,060,318			475,324	3,419,440
	So.Versailles Twp.	13,664		28,098				41,762
	Versailles Borough	103,846		71,977				175,823
	Versailles Twp. (W.O.)	771,941	6,018	424,374				1,202,334
	TOTAL	2,886,716	46,462	1,669,856			475,324	5,078,360
1963-64	Dravosburg	142,888	253	101,702		124		244,969
	McKeesport	1,893,753	49,478	1,374,204		14,248	521,257	3,852,943
	So.Versailles Twp.	16,541	27	31,751				48,319
	Versailles Borough	117,563	4,910	72,041				194,514
	Versailles Twp. (W.O.)	745,398	34,520	442,074		5,015		1,227,009
	TOTAL	2,916,145	89,189	2,021,773		19,388	521,257	5,567,754
1964-65	Dravosburg	146,677		99,916		99		246,693
	McKeesport	2,045,377	48,292	1,390,052		734	462,591	3,947,047
	So.Versailles Twp.	17,261	202	34,721				52,184
	Versailles Borough	121,081	3,376	67,632				192,091
	Versailles Twp. (W.O.)	812,395	13,077	437,061	7,725			1,270,259
	TOTAL	3,142,792	64,949	2,029,383	7,725	833	462,591	5,708,275
1965-66	Dravosburg	146,888		112,206		39		259,133
	McKeesport	2,010,119	42,641	1,575,005		1,765	699,504	4,329,037
	So. Versailles Twp.	17,758		37,938				55,697
	Versailles Borough	127,092	3,831	74,576				205,500
	Versailles Twp.(W.O.)	830,205	13,991	464,168		482		1,308,848
	TOTAL	3,132,063	60,465	2,263,895		2,287	699,504	6,158,216
1966-67	McKeesport Area	3,209,131	70,940	2,180,336		1,497	19,822	5,481,728
1967-68	McKeesport Area	3,465,576	73,193	2,579,324		808	47,587	6,166,489
1968-69	McKeesport Area	4,164,430	70,335	2,482,226	499,806	-----	21,780	7,238,579

TABLE 5.6 (Cont.)

RECEIPTS BY SOURCE
McKEESPORT AREA SCHOOL DISTRICT
1961-62 to 1970-71

YEAR	MUNICIPALITY	LOCAL TAXES	OTHERS	STATE	FEDERAL	REFUND OF PRIOR YEAR'S EXPENDITURES	INCOMING TRANSFERS	TOTAL
1969-70	McKeesport Area	4,866,129	104,637	2,749,376	391,635	-----	19,733	8,131,512
1970-71	McKeesport Area	5,445,326	85,858	3,208,116	937,696	1,803	24,088	9,702,890

TABLE 5.7

LOCAL EFFORT INDEX
McKEESPORT AREA SCHOOL DISTRICT
1970-71

A. The District Wealth	
1. Estimate of market value of taxable property in the District	$237,506,800
2. District's RADA (resident daily attendance) for Elementary Schools	4,928
3. District's RADA for Secondary students Secondary students times 1.3 (compensate for higher cost) 4936 x 1.31	6,417
4. District's Ability Pupil Units (add lines 2 and 3)	11,345
5. Wealth behind each resident pupil (Divide line 1 by line 4)	20,935
B. The District's Local Income	
6. Total local income of the District (amount raised by the District from local taxes)	4,385,465
7. District's Elementary RADA	4,929
8. District's Secondary RADA (adjusted)	6,417
9. Expenditure Pupil Units (Total lines 7 and 8)	11,345
10. District's local income per pupil (Line 6 divided by line 9)	386.55
C. The District's local effort (Line 10 divided by line 5 x 100)	1.85

TABLE 5.8

TOTAL ANNUAL EXPENDITURES
McKEESPORT AREA SCHOOL DISTRICT
1961-62 to 1971-72

YEAR	DRAVOSBURG	McKEESPORT	SOUTH VERSAILLES TWP.	VERSAILLES BOROUGH	VERSAILLES TOWNSHIP (W.O.)	McKEESPORT AREA	TOTAL EXPENDITURES EXPENDITURES
1961-62	254,068	3,463,925	48,517	161,516	1,120,396		5,048,423
1962-63	212,160	3,604,165	58,167	191,516	1,195,347		5,261,356
1963-64	234,870	3,915,159	76,262	171,583	1,230,324		5,628,200
1964-65	244,688	3,884,799	70,836	163,635	1,217,868		5,581,827
1965-66	285,512	4,214,862	72,830	208,466	1,345,506		6,127,178
1966-67						6,016,832	6,016,832
1967-68						6,269,117	6,269,117
1968-69						7,343,100	7,343,100
1969-70						8,250,523	8,250,523
1970-71						9,321,716	9,321,716
*1971-72						9,277,376	9,277,376

*Budget Figure (Does not include Federal programs)

INDEBTEDNESS

There are two types of indebtedness which may be incurred by local school systems in Pennsylvania. The local school board, by its own action may borrow funds up to an amount equal to 5% of the district's assessed valuation without a vote of the electorate. A school district is permitted to incur indebtedness up to 15% of the assessed valuation when approved by the electorate. Within the 5% category, school districts may borrow money for temporary needs on a short-term basis. Table 5.8 illustrates the ten-year history of the school districts which were united to form the McKeesport Area School District.

In 1951 legislation was passed in Pennsylvania which enabled school districts to organize authorities for the purpose of construction and leasing school buildings. The individual districts are incorporated by the legislative when they express a desire to form an authority.

The McKeesport School District has issued three general obligation bonds in the past ten years. The three issues financed construction of the Senior High School, the Junior High School Cafeteria and the Senior High School Swimming Pool. The bond issues to finance the Senior High School in 1959 and the addition of the Senior High School Swimming Pool in 1965 were issued by a vote of the electorate. The issue of 1963 to finance the Junior High School Cafeteria was issued by vote of the Board of Education.

During the past ten years there has been two authority issues. These authority issues financed a $400,000.00 addition to White Oak Elementary School in 1963 and the construction of the Francis McClure

Junior High School in 1963 at a cost of $3,450,000.00. The rental payments for these two issues total $167,750.00 and will be paid in full June 1, 1987.

Table 5.9 illustrates the Bonded Indebtedness for the McKeesport Area School District exclusive of the authority issues.

Table 5.10 indicates that short term borrowing has been utilized over the past ten years but has not been substantial. There is a substantial amount of borrowing power remaining at the 15 percent level.

Tables 5.11 and 5.12 outline the composite schedule for the last ten years, for the balance of current commitments, and the separate bond issue payment and interest schedules and purposes for the McKeesport Area School District.

The total Debt Service requirements as of July 1, 1971, and each year thru 1990 is shown on Table 5.13.

In the section on School Plant Facilities, alternates were considered for bringing the school facilities up to a standard which would make it possible to provide an optimum educational program for the youth of McKeesport Area School Community. The conclusion was reached that the McKeesport Area School District enter upon a building program requiring a bond issue of $22,159,080 with an interest rate of 6.50 percent over a period of 40 years and an annual rental of $1,565,316.

Consisting of:

A new Elementary building Unit I for grades K-5 with student capacity of 646 students requiring a bond issue of $3,506,100 with an annual rental of $247,670.00.

A new Elementary building Unit II for grades K-5 with a 955 student capacity, requiring a bond issue of $4,719,750 with

TABLE 5.9

FLOATING AND TEMPORARY INDEBTEDNESS
McKEESPORT AREA SCHOOL DISTRICT
1958-59 to 1970-71

YEAR	MUNICIPALITY	BEGINNING OF YEAR	INCURRED IN YEAR	PAID IN YEAR	BALANCE END OF YEAR
1958-59	Dravosburg		5,000	5,000	
	McKeesport	625,000		95,000	530,000
	S. Versailles Twp.	3,000		3,000	
	Versailles Borough				
	Versailles Twp. (W.O.)	178,000		10,000	168,000
	TOTAL	806,000	5,000	113,000	698,000
1959-60	Dravosburg		35,000	15,000	20,000
	McKeesport	530,000	3,800,000	80,000	4,250,000
	S. Versailles Twp.		6,000		6,000
	Versailles Borough				
	Versailles Twp. (W.O.)	168,000		10,000	158,000
	TOTAL	698,000	3,841,000	105,000	4,434,000
1960-61	Dravosburg	20,000	59,000	79,000	
	McKeesport	4,250,000		55,000	4,195,000
	S.Versailles Twp.	6,000		6,000	
	Versailles Borough				
	Versailles Twp. (W.O.)	158,000		10,000	148,000
	TOTAL	4,434,000	59,000	150,000	4,343,000
1961-62	Dravosburg		10,000		10,000
	McKeesport	4,195,000		190,000	4,005,000
	S.Versailles Twp.				
	Versailles Borough				
	Versailles Twp.(W.O.)	148,000		2,000	146,000
	TOTAL	4,343,000	10,000	192,000	4,161,000
1962-63	Dravosburg	10,000	10,000	20,000	
	McKeesport	4,005,000		170,000	3,835,000
	S.Versailles Twp.				
	Versailles Borough				
	Versailles Twp.(W.O.)	146,000		10,000	136,000
	TOTAL	4,161,000	10,000	200,000	3,971,000
1963-64	Dravosburg				
	McKeesport	3,835,000	300,000	170,000	3,965,000
	S.Versailles Twp.				
	Versailles Borough				
	Versailles Twp.(W.O.)	136,000	23,625	8,000	151,625
	TOTAL	3,971,000	323,625	178,000	4,116,625
1964-65	Dravosburg				
	McKeesport	3,965,000		185,000	3,780,000
	S.Versailles Twp.				
	Versailles Borough				
	Versailles Twp. (W.O.)	151,625		31,625	120,000
	TOTAL	4,116,625		216,625	3,900,000

TABLE 5.9 (cont'd.)

FLOATING AND TEMPORARY INDEBTEDNESS
McKEESPORT AREA SCHOOL DISTRICT
1958-59 to 1970-71

YEAR	MUNICIPALITY	BEGINNING OF YEAR	INCURRED IN YEAR	PAID IN YEAR	BALANCE END OF YEAR
1965-66	Dravosburg McKeesport S.Versailles Twp. Versailles Borough	3,780,000	400,000	185,000	3,995,000
	Versailles Twp. (W.O.)	120,000		16,000	104,000
	TOTAL	3,900,000	400,000	201,000	4,099,000
1966-67	McKeesport Area	4,099,000		213,000	3,886,000
1967-68	McKeesport Area	3,886,000		208,000	3,678,000
1968-69	McKeesport Area	3,678,000		208,000	3,470,000
1969-70	McKeesport Area	3,470,000		208,000	3,262,000
1970-71	McKeesport Area	3,262,000		193,000	3,069,000

TABLE 5.10

UNUSED BORROWING POWER IN DOLLARS
McKEESPORT AREA SCHOOL DISTRICT
1961-62 to 1970-71

YEAR	MUNICIPALITY	ASSESSED VALUATION	2% (5%) of ASSESSED VAL.	7% (15%) of ASSESSED VAL.	DEBT W/O VOTE	DEBT W/VOTE	TOTAL Debt	UNUSED AT 7% (15%) LEVEL
1961-62	Dravosburg	4,847,865	96,957	339,350	10,000		10,000	329,350
	McKeesport	70,259,425	1,405,188	4,918,159	340,000	3,665,000	4,005,000	913,159
	S.Versailles Twp.	448,570	8,971	31,399				31,399
	Versailles Borough	4,493,255	89,865	314,527				314,527
	Versailles Twp. (W.O.)	23,106,211	462,124	1,617,434	146,000		146,000	1,471,434
	TOTAL	103,155,326	2,063,106	7,220,872	496,000	3,665,000	4,161,000	3,059,872
1962-63	Dravosburg	4,869,195	97,383	340,843				340,843
	McKeesport	69,791,100	1,395,822	4,885,377	305,000	3,530,000	3,835,000	1,050,377
	S.Versailles Twp.	463,890	9,277	32,472				32,472
	Versailles Borough	4,611,135	92,222	322,779				322,779
	Versailles Twp. (W.O.)	23,850,614	477,012	1,667,542	136,000		136,000	1,535,542
	TOTAL	103,585,934	2,071,718	7,251,015	441,000	3,530,000	3,971,000	3,280,015
1963-64	Dravosburg	5,079,285	101,585	355,549				355,549
	McKeesport	69,815,175	1,396,303	4,887,062	570,000	3,395,000	3,965,000	922,062
	S.Versailles Twp.	479,835	9,596	33,588				33,588
	Versailles Borough	4,682,445	93,648	327,771				327,771
	Versailles Twp.(W.O.)	23,173,589	463,[illegible]71	1,622,151	151,625		151,625	1,470,526
	TOTAL	103,230,329	2,064,606	7,226,123	721,625	3,395,000	4,116,625	3,109,498
1964-65	Dravosburg	5,036,890	100,737	352,582				352,582
	McKeesport	70,914,425	1,418,288	4,964,009	520,000	3,260,000	3,780,000	1,184,009
	S.Versailles Twp.	488,170	9,763	34,171				34,171
	Versailles Borough	4,747,085	94,941	332,295				332,295
	Versailles Twp.(W.O.)	24,711,299	494,225	1,729,790	120,000		120,000	1,609,790
	TOTAL	105,897,869	2,117,957	7,412,850	640,000	3,260,000	3,900,000	3,512,850
1965-66	Dravosburg	5,010,123	100,202	350,708				350,708
	McKeesport	70,754,645	1,415,092	4,952,825	870,000	3,125,000	3,995,000	957,825
	S.Versailles Twp.	487,570	9,751	34,129				34,129
	Versailles Borough	4,9[illegible]2,690	99,253	347,388				347,388
	Versailles Twp.(W.O.)	24,897,019	497,940	1,742,791	104,000		104,000	1,638,791
	TOTAL	106,112,047	2,122,240	7,427,843	974,000	3,125,000	4,099,000	3,328,843

TABLE 5.10 (Cont'd.)

UNUSED BORROWING POWER IN DOLLARS
McKEESPORT AREA SCHOOL DISTRICT
1961-62 to 1971-72

YEAR	MUNICIPALITY	ASSESSED VALUATION	2%(5%) OF ASSESSED VAL.	7% (15%) OF ASSESSED VAL.	DEBT W/O VOTE	DEBT W/VOTE	TOTAL DEBT	UNUSED AT 7% (15%) LEVEL
1966-67	McKeesport Area	113,931,487	2,278,629	7,975,204	896,000	2,990,000	3,886,000	4,089,204
1967-68	McKeesport Area	115,036,672	5,751,833	17,255,500	818,000	2,860,000	3,678,000	13,577,500
1968-69	McKeesport Area	115,011,085	5,750,554	17,251,662	740,000	2,730,000	3,470,000	13,781,662
1969-70	McKeesport Area	117,139,300	5,856,965	17,570,895	662,000	2,600,000	3,262,000	14,308,895
1970-71	McKeesport Area	136,657,800	6,832,890	20,498,670	599,000	2,470,000	3,069,000	17,429,670
1971-72	McKeesport Area	135,310,000	6,765,500	20,296,500	536,000	2,340,000	2,876,000	17,420,500

TABLE 5.11

GENERAL OBLIGATION BOND REQUIREMENTS AND INTEREST
McKEESPORT AREA SCHOOL DISTRICT
1971-72 thru 1990-91

Year	White Oak Elementary $236,000 2/1/49 2/1/70	Versailles Repairs $300,000 7/1/49 7/1/79	Fifth Ave. Elementary $408,000 1/1/52 1/1/73	Senior High School $3,800,000 12/1/59 12/1/89	Junior High Cafeteria $300,000 8/1/63 8/1/83	Senior High Pool $400,000 8/1/65 8/1/85	TOTAL	TOTAL INTEREST	TOTAL DEBT
1971-72		8,000	20,000	130,000	15,000	20,000	193,000	114,214	307,214
1972-73		8,000	20,000	130,000	15,000	20,000	193,000	107,285	300,285
1973-74		8,000		130,000	15,000	20,000	173,000	100,531	273,531
1974-75		8,000		130,000	15,000	20,000	173,000	93,953	266,953
1975-76		8,000		130,000	15,000	20,000	173,000	87,374	260,374
1976-77		8,000		130,000	15,000	20,000	173,000	80,795	253,795
1977-78		8,000		130,000	15,000	20,000	173,000	74,216	247,216
1978-79		8,000		130,000	15,000	20,000	173,000	67,638	240,638
1979-80				130,000	15,000	20,000	165,000	61,059	226,059
1980-81				130,000	15,000	20,000	165,000	54,740	219,740
1981-82				130,000	15,000	20,000	165,000	48,409	213,409
1982-83				130,000	15,000	20,000	165,000	42,065	207,065
1983-84				130,000	15,000	20,000	165,000	35,721	200,721
1984-85				130,000		20,000	150,000	29,612	179,612
1985-86				130,000		20,000	150,000	23,737	173,737
1986-87				130,000			130,000	18,200	148,200
1987-88				130,000			130,000	13,000	143,000

TABLE 5.11 (Cont'd.)

GENERAL OBLIGATION BOND REQUIREMENTS AND INTEREST

McKEESPORT AREA SCHOOL DISTRICT
1971-72 thru 1990-91

Year	White Oak Elementary $236,000 2/1/49 2/1/70	Versailles Repairs $300,000 7/1/49 7/1/79	Fifth Ave. Elementary $408,000 1/1/52 1/1/73	Senior High School $3,800,000 12/1/59 12/1/89	Junior High Cafeteria $300,000 8/1/63 8/1/83	Senior High Pool $400,00 8/1/65 8/1/85	Total	Total Interest	Total Debt
1988-89				130,000			130,000	7,800	137,800
1989-90				130,000			130,000	2,600	132,600
1990-91	----	------	-----	----- -----	----	----	-----	-----	-------
TOTAL	----	64,000	40,000	2,470,000	195,000	300,000	3,069,000	1,062,957	4,131,957

TABLE 5.12

DEBT SERVICE REQUIREMENTS FOR REVENUE BONDS AS OF JULY 1, 1971
EACH YEAR UNTIL 1987

McKEESPORT AREA SCHOOL DISTRICT

AUTHORITY RENTALS

Purpose	Add. to W.O.School	Francis McClure H.School	Total
Issue	2-1-63	2/1/63	
Maturity	6-1-84	6-1-87	
Dates Payable	12-1 - 6-1	12-1 - 6-1	
1971	9,956	73,919	
72	9,956	73,919	167,750
1972	9,956	73,919	
73	9,956	73,919	167,750
1973	9,956	73,919	
74	9,956	73,919	167,750
1974	9,956	73,919	
75	9,956	73,919	167,750
1975	9,956	73,919	
76	9,956	73,919	167,750
1976	9,956	73,919	
77	9,956	73,919	167,750
1977	9,956	73,919	
78	9,956	73,919	167,750
1978	9,956	73,919	
79	9,956	73,919	167,750
1979	9,956	73,919	
80	9,956	73,919	167,750
1980	9,956	73,919	
81	9,956	73,919	167,750
1981	9,956	73,919	
82	9,956	73,919	167,750
1982	9,956	73,919	
83	9,956	73,919	167,750
1983	9,956	73,919	
84	9,956	73,919	167,750
1984		83,875	
85		83,875	167,750
1985		83,875	
86		83,875	167,750
1986		83,875	
87		79,931	163,806
TOTAL	258,856	2,421,200	2,680,056

TABLE 5.13

TOTAL DEBT SERVICE REQUIREMENTS AS OF JULY 1, 1971
EACH YEAR UNTIL 1990

McKEESPORT AREA SCHOOL DISTRICT

YEAR	FOR GENERAL OBLIGATION BONDS	For Authority Rentals	TOTAL
1971-72	307,214	167,750	474,964
1972-73	300,285	167,750	468,035
1973-74	273,531	167,750	441,281
1974-75	266,953	167,750	434,703
1975-76	260,374	167,750	428,124
1976-77	253,795	167,750	421,545
1977-78	247,216	167,750	414,966
1978-79	240,638	167,750	408,388
1979-80	226,059	167,750	393,809
1980-81	219,740	167,750	387,490
1981-82	213,409	167,750	381,159
1982-83	207,065	167,750	374,815
1983-84	200,721	167,750	368,471
1984-85	179,612	167,750	347,362
1985-86	173,737	167,750	341,487
1986-87	148,200	163,806	312,006
1987-88	143,000		143,000
1988-89	137,800		137,800
1989-90	132,600		132,600
TOTAL	4,131,957	2,680,056	6,812,013

an annual rental of $333,403.00. A new Elementary building Unit III for grades K-5 with a 955 student capacity, requiring a bond issue of $4,719,750 with an annual rental of $333,403.00.

An addition to the Senior High School housing grades 9-12 increasing the enrollment from 1500 students to a capacity of 2900 students requiring a bond issue of $5,851,200 and an annual rental of $413,329.00.

Renovation, rewiring and replumbing of the McKeesport Junior High School, requiring a bond issue of $2,561,280 with an annual rental of $180,929.00.

Construction of an athletic field and fieldhouse adjacent to the Senior High School addition at an estimated cost of $801,000 with an annual rental of $56,582.

It is anticipated that contracts for the above building projects will be issued in 1974 with occupancy in 1975. It is anticipated that the share of state support will continue at least at the present rate. Table 5.14 illustrates the total debt service including the proposed new issue of $22,159,000.

Table 5.15 provides general guide lines as to future expenditures in the McKeesport Area School District.

Apart from the costs of the proposed building program and additional personnel, a general cost increase factor of four percent has been used in computing the ten-year projection in all budget categories, with one exception. The item of debt services has been calculated at the estimated actual cost.

TABLE 5.14

DEBT SERVICE REQUIREMENTS INCLUDING NEW ISSUE

From 1971-72 to 2013

McKEESPORT AREA SCHOOL DISTRICT

YEAR	FOR GENERAL OBLIGATION BONDS	FOR AUTHORITY RENTALS	NEW ISSUE	TOTAL
1971-72	307,214	167,750		474,964
1972-73	300,285	167,750		468,035
1973-74	273,531	167,750	1,565,316	441,281
1974-75	266,953	167,750	1,565,316	2,000,019
1975-76	260,374	167,750	1,565,316	1,993,440
1976-77	253,795	167,750	1,565,316	1,986,616
1977-78	247,216	167,750	1,565,316	1,980,282
1978-79	240,638	167,750	1,565,316	1,973,704
1979-80	226,059	167,750	1,565,316	1,959,125
1980-81	219,740	167,750	1,565,316	1,952,806
1981-82	213,409	167,750	1,565,316	1,946,475
1982-83	207,065	167,750	1,565,316	1,940,131
1983-84	200,721	167,750	1,565,316	1,943,787
1984-85	179,612	167,750	1,565,316	1,912,678
1985-86	173,737	167,750	1,565,316	1,906,803
1986-87	148,200	163,806	1,565,316	1,877,322
1987-88	143,000	---	1,565,316	1,708,316
1988-89	137,800	----	1,565,316	1,703,116
1989-90	132,600	----	1,565,316	1,697,916
1990-91	----	----	1,565,316	1,565,316
1991-92	----	----	1,565,316	1,565,316
2010-11	----	----	1,565,316	1,565,316
2011-12	----	----	1,565,316	1,565,316
2012-13	----	----	1,565,316	1,565,316
2013-14	----	----	----	----

It is obvious that major factors in the increased costs outlined in Table 5.15 are four in number:

1. Provision for needs in buildings and personnel which are needed to enhance the educational program.
2. The increased cost of teaching materials and other commodities;
3. The introduction of new and better teaching tools;
4. The continuing demand for better salaries;

EXPENDITURES

Table 5.15 presents the projected expenditures by account classifications for the McKeesport Area School District through the 1980-81 fiscal year. In order to make the following assumptions:

1. That the overall cost increase in annual operating expenses will remain at approximately four to five percent for the next decade. (Note: Since the inflation rate has been four to five percent per year, it is assumed that it will continue to do so.)
2. That there will be no new bond issue other than the one provided for in this Plan.
3. That there will be no significant changes in pupil population beyond our projections which would necessitate unanticipated increases in staff.

Obviously, it would be impossible to predict expenditures with complete accuracy. However, based on a careful study of all the financial data made available, and upon the findings and the recommendations from other portions of this study, and through consulting with district administrators, these projected expenditures should fall within a reasonably accurate percentage range.

TABLE 5.15

PROJECTED EXPENDITURES BY FUNCTION
McKEESPORT AREA SCHOOL DISTRICT
1971-72 to 1980-81

FUNCTION	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
0100 Administration	426,653	456,817	479,657	503,639	528,820	549,972	571,970	594,848	618,641	643,386
0200 Instruction	5,798,726	6,251,327	6,563,893	6,892,087	7,236,691	7,526,158	7,827,204	8,140,292	8,465,903	8,804,539
0300 Pupil Personnel	127,324	131,840	138,432	145,353	152,620	158,724	165,072	171,674	178,540	185,681
0400 Health Services	135,508	145,982	153,281	160,945	168,992	175,751	182,781	190,092	197,695	205,602
0500 Transportation	233,001	244,650	256,882	269,726	283,212	294,540	306,321	318,573	331,315	344,567
0600 Operation and Maintenance	1,115,164	1,175,840	1,281,000	1,345,050	1,412,302	1,468,794	1,527,545	1,588,646	1,652,191	1,718,278
0800 Fixed Charges	710,122	745,628	782,909	822,054	863,156	897,682	933,589	970,932	1,009,769	1,050,159
0900 Food Service	71,700	75,285	79,049	83,001	87,151	91,508	96,083	100,887	105,931	111,227
1000 Student Activities	109,975	115,473	121,246	127,308	133,673	139,019	144,579	150,362	156,376	162,631
1100 Community Services	83,405	87,575	91,953	96,550	101,377	105,432	109,649	114,034	118,595	123,338
1200 Capital Outlay	113,962	119,660	125,643	131,925	138,521	144,061	149,823	155,815	162,047	168,528
1300 Debt Service	494,964	518,035	491,271	2,030,286	2,013,700	2,007,131	2,000,552	1,993,974	1,979,395	1,973,076
1400 Outgoing Transfers	17,154	18,011	18,911	19,856	20,848	21,681	22,548	23,449	24,386	25,361
TOTAL	9,437,658	10,086,123	10,584,127	12,627,780	13,141,063	13,580,453	14,037,716	14,513,578	15,000,784	15,516,373

REVENUES

It is of equal importance to project anticipated revenues from all sources. Such a projection is presented on Table 5.16 up to and including 1980-81 school year. Such a table has to be constructed on the basis of several assumptions.

These assumptions include:

1. That the district will continue to not collect all permitted local taxes.
2. That there will be no unanticipated changes in residential population or industrial growth.
3. That the assessed real estate evaluation will remain constant.
4. That collections of wage taxes will rise in accordance with the anticipated annual four to five percent inflationary increase which is reflected in the projected budget.
5. That the aid ratio for allotments from the Commonwealth will remain at least at the rate established for 1971-72.
6. That there will be no change in allotments made directly from the Federal Government.
7. That rates of collection for real estate taxes and wage taxes will remain constant at the present level.

One important fact should be noted with regard to aid from the Commonwealth. On February 1, 1966 Act 580 known as "Pennsylvania Support to Public Schools", was enacted to become effective July 1, 1966. This law provides a completely new method of computing and distributing basic school subsidies. Subsidies will no longer be based on Teaching Units; rather it will be based on Average Daily Membership, which is weighted by certain factors---market value per pupil, a wealth factor (relating wealth of the district to wealth of the state), a density and sparsity factor with regard to population, and a poverty factor. In addition, certain of the old separate subsidies have been retained.

TABLE 5.16

PROJECTED ANNUAL RECEIPTS
McKEESPORT AREA SCHOOL DISTRICT
1971-72 to 1980-81

DESCRIPTION	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Assessed Valuation	135,049,919	135,000,000	135,000,000	135,000,000	135,000,000	135,000,000	135,000,000	135,000,000	135,000,000	135,000,000
Tax Rate (Mills)	41.0	40.0	46.0	58.0	61.5	64.5	67.5	71.5	74.5	78.0
Est.% of Collection	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Real Estate Tax	5,260,194	5,130,000	5,899,500	7,438,500	7,887,375	8,272,125	8,656,875	9,169,875	9,554,625	10,003,500
Earned Income 1/2 of 1%	550,000	600,000	630,000	660,000	685,000	710,000	730,000	750,000	770,000	790,000
Incoming Transfers Receipts from Other Districts	91,020	70,000	73,500	78,000	82,000	85,000	88,000	90,000	90,000	90,000
Delinquent Taxes All Sources	60,000	63,000	66,000	69,000	72,000	73,000	74,000	75,000	75,000	75,000
State Approps.	3,712,166	3,793,365	3,812,730	4,325,435	4,345,000	4,360,000	4,380,000	4,400,000	4,420,000	4,440,000
Beginning Bal.	160,281	454,599	86,341	47,944	57,599	56,911	47,583	11,742	58,039	44,880
Miscellaneous	58,596	61,500	64,000	66,500	69,000	71,000	73,000	75,000	78,000	80,000
TOTAL	9,892,257	10,172,464	10,632,071	12,685,379	13,197,974	13,628,036	14,049,458	14,571,617	15,045,664	15,523,380

Act 580 guarantees at least as much basic subsidy as is currently being received under present legislation. However, it may be that, due to certain economic conditions within the McKeesport Area School District, the subsidy for the district will increase as a result of pending legislation which may be applicable during the 1969-70 school year.

The legislature in 1968 enacted Act 96 known as the new "Pennsylvania Support to Public Schools." This law provides a completely new method of computing and distributing basic school subsidies. However, it still retains the provision of the former Act 580 insuring each district at least as much basic subsidy as is currently being received under present legislation. Act 96 changes the maximum "Actual Instruction Expenses" for weighted average daily membership from $440 to $550. Other provisions increase the state's share of total reimbursement in transportation, annual school building rental, children of low income families, and density and sparsity factor. This legislation materially increases the revenue the District receives from the Commonwealth.

In the fall of 1971, the legislature, enacted a new subsidy law, Act 88, which provides additional money for school districts in the Commonwealth. The most important features of the new subsidy act are as follows: the maximum reimbursable instruction expense was increased from $550 for the school year 1969-70, to $620 for the school year 1970-71, and to $665 for the school year 1971-72 and each school year thereafter.

The poverty payment was changed from $120 per eligible child to $140 per eligible child. There is also available to school districts a special assistance grant for poverty pupils based upon the percentage of poverty pupils. The amount varies per pupil according to the percentage of poverty pupils. As the percentage increases, the amount per child increases.

It is important to recognize the fact that the school district budget expenditures and revenues which support them are influenced to a very great extent by flexible and ever changing factors of the total economy, which are virtually impossible to predict. However, these projections should fall within a reasonably accurate range.